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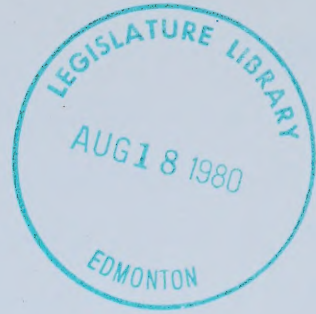
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Assessment and Evaluation of Come Alive 1



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THE ALBERTA EDUCATIONAL
COMMUNICATIONS AUTHORITY

AN ASSESSMENT AND EVALUATION
OF "COME ALIVE"

A RESEARCH PROJECT

by

RALPH CLINTBERG

Submitted to:

MR. R.A. MORTON, DIRECTOR

July, 1975

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I. INTRODUCTION

The Alberta Educational Communications Authority has been given responsibilities specifically related to the activities of ACCESS. Excerpts of these responsibilities from an A.E.C.A. brochure which predicate study of the "Come Alive" television program by the Authority are:

- "One of the prime responsibilities of the Authority will be to identify educational needs and recommend priorities which may be met by the personnel and facilities of ACCESS. To help it discharge this responsibility it will seek advice and suggestions from a great many sources . . ."
- "It will give guidance to ACCESS concerning the production, acquisition, sale, leasing, distribution, etc. of materials of an educational nature whether for use in broadcasting or otherwise."

Furthermore, assessment and evaluation of ACCESS programming takes place in a legislative context. Section 6(3) of the Alberta Educational Communications Corporation Act, Chapter 3, states:

"The programs and materials transmitted through a broadcasting undertaking of the Corporation are subject to supervision or assessment or both by the provincial authority."

Ultimately, however, the previous points are governed by the Canadian Radio-Television Commission Regulations which require that educational broadcasting present the following types of programming:

- "1. programming designed to be presented in such a context as to provide a continuity of learning opportunity aimed at the acquisition or improvement of knowledge or the enlargement of understanding of members of the audience to whom such programming is directed and under circumstances such that the acquisition or improvement of such knowledge or the

enlargement of such understanding is subject to supervision or assessment by the provincial authority by any appropriate means;

2. programming providing information on the available courses of instruction or involving the broadcasting of special educational events within the educational system.
'Provincial authority' in relation to any province means such person, body or authority as may be designated by the Lieutenant-Governor in Council of that province as the provincial authority for that province for the purposes of this definition.

The intention of the above provision is to ensure that such programming, taken as a whole, shall be designed to furnish educational opportunities and shall be distinctly different from general broadcasting available on the public or private channels."

Generally then, the purpose of this study is to ascertain the success of "Come Alive" in satisfying the preceding legal constraints.

II. OBJECTIVES

While the preceding section identified pertinent legal constraints governing "Come Alive", the objectives of this study are not confined to that framework. "Come Alive" is intended to be a vehicle for enrichment, instructional and special purpose educational television programming directed at all Albertans. Thus the primary objective of research regarding "Come Alive" is to ascertain the success of the program to its intended viewing audience. Once this is established recommendations regarding Come Alive must be formulated and presented.

The success of "Come Alive" then must be assessed and evaluated in the context of its legal framework, the efficacy of its format and the degree to which it provides its intended audience with educational content. This requires development of data collection and analysis techniques, another objective of the research, and the utilization of the subsequent findings as the basis for recommendations to the Authority and its Program Policy Advisory Committee.

Inherent to these procedural objectives is the external nature of the "Come Alive" research project. Although an overall objective is to provide the Authority and its P.P.A.C. with sufficient and relevant recommendations which can be

utilized as the basis for immediate action as well as in directing and coordinating future directions of "Come Alive" and/or ACCESS programming, it is recognized that recommendations generated within this study are those of the researcher.

However, Mr. R.A. Morton, Director of The Alberta Educational Communications Authority, has stated in a discussion paper entitled "ACCESS, Evaluation and the Role of the Authority" that:

"The Authority has responsibility legally and morally to assess ACCESS and keep the representatives of the people of Alberta informed of what such assessment reveals."

He also supports the use of quantitative and qualitative techniques, both of which are integral components of this study. Specific objectives of the Authority in commissioning an assessment and evaluation of "Come Alive" would include:

- It will enable the Authority to assess and evaluate the concepts which dictate the format of the "Come Alive" program.
- It will enable the Authority to determine whether or not the "Come Alive" series is "distinctly different from general broadcasting available on the public and private channels." (C.R.T.C. Regulations).
- It will enable the Authority to assess the degree to which the series reflects the Program Policy Advisory Committee recommendations regarding program content and mode. Recognition of the import of these guidelines also appears in the ACCESS "Blue Book, Revision #2", a paper directed at definition of the "Come Alive" concept.
- It will provide information regarding the "Come Alive" audience, real and intended, while also assessing its effectiveness to that audience. As a consequence of the foregoing statement the congruency of actual versus

stated goal achievement will be studied.

- It will, due to its external nature, be a more objective and thus less biased assessment and evaluation of "Come Alive" than could be an internal one.
- Lastly and more specifically, the assessment and evaluation will also provide information about the "Come Alive" program format, structure, content, continuity, need for the series and utilization of the video-tape dubbing service by educators.

III. LIMITATIONS OF THE STUDY

The validity of the findings of this study and their interpretation is limited in the following ways:

1. The questionnaire distributed to the general public was sent to a random telephone book sample of 4000 Albertans. This assumes that the 4000 are representative of all Albertans and that television owners are listed in telephone directories.
2. Only five geographic areas in the province were selected for distribution of the general public questionnaire.
3. Television for educational purposes often stresses quality of the product and assumes that quantity may be limited to a select few viewers. If those select few are reached then the program is successful. Although "Come Alive" purports to offer something for everyone, the three day viewing requirement for the respondents to the general public questionnaire may not be sufficient nor even representative of "Come Alive" program offerings.
4. Although random computer selection of educators was utilized, the sample included only 500 practicing elementary school teachers.
5. On Monday and Tuesday of the selected viewing week Wendy Gladders, the regular "Come Alive" hostess, was absent because of illness. Responses to the hostess/ host questions might well be affected by her absence.
6. The use of questionnaires as the major instrument of data collection presents limitations in that:
 - a) The questions may be interpreted in different ways.
 - b) The questions deal with only a select few items which may not be indicative of total viewer perceptions.
7. Statistical data is limited to means, frequencies and percentages.
8. The interview schedule may have inadvertently incorporated researcher's biases.

9. The "Come Alive" format is difficult to evaluate. Format dictated a variety of data collecting techniques, all or any of which may not have compatible or complementary results.
10. The "Come Alive" program is in its infancy and as such is rapidly changing. Thus findings and recommendations of this study may no longer apply.
11. The research contained herein was directed at and applies to one ACCESS program, "Come Alive". As such, the results and recommendations are not valid for other educational television offerings.

IV. SOURCES OF DATA

Consultation with A.E.C.A. and ACCESS personnel provided initial information regarding the requirements of the research. Daily viewing of "Come Alive" was another data source which was utilized in preparation of data gathering techniques as well as furnishing the basis for subjective researcher comments in this report. The Program Policy Guidelines of the Authority, the Canadian Radio-Television Commission Regulations, the Alberta Educational Communications Corporation Act and the ACCESS Blue Book, Revision #2 provided insight into policy, legislation, regulations and guidelines which apply to "Come Alive". Complementary to these sources was study of past research on educational television programming.

The primary data source for the study is the two questionnaires (Appendices A and B) mailed on May 20 to 4,000 Albertans in Edmonton (1,000), Calgary (1,000), Grande Prairie (675), Lethbridge (675) and Red Deer (650). The names of the recipients were randomly chosen from telephone directories. The intent was to generate responses from urban and rural Albertans living in northern, central and southern geographic areas. The "General Public Questionnaire" (Appendix A) was to be completed by viewers of "Come Alive" on any one or all of three selected days - Tuesday, May 27, Thursday, May 29 and/or Friday, May 30. Those recipients unable to view the program were requested to complete and return the "Non-Viewer Questionnaire" (Appendix B).

The "Educator Questionnaire" (Appendix C) was mailed to 500 elementary school teachers selected randomly from all those in the province. Elementary teachers were chosen because the final twenty minute portion of "Come Alive" is directed at grades one through six. The questionnaire was applicable to either viewers or non-viewers although viewing by respondents was requested for the basic education portion on Monday, May 26, Tuesday, May 27, Wednesday, May 28 and/or Thursday, May 29. All superintendents of school jurisdictions in which teachers were requested to take part in the "Come Alive" study were notified by letter.

All three questionnaires solicited written comments which are attached to this report in full as Appendix D.

An interview schedule (Appendix E) was developed to provide the framework for interviews with Albertans in the five geographic areas selected for questionnaire distribution. The purpose of these interviews was to provide the personal and spontaneous responses indigenous to verbal interaction. The highly subjective nature of those comments selected and transcribed by the researcher must be recognized. Appendix F of this report contains those comments. Suffice to say that the interviews were arranged through the Department of Education Regional Offices in Edmonton, Calgary, Grande Prairie, Lethbridge and Red Deer and that the interviewees represented a broad spectrum of Alberta residents in terms of age and occupation.

V. DATA COLLECTION

The first method of data collection utilized in this study was "Come Alive" viewing by the researcher. This generated a series of concise subjective notes describing the "Come Alive" program content for each day of broadcasting from Monday, April 21 to Friday, May 9.

Questionnaires were mailed on Tuesday, May 20 to ensure delivery in advance of the requested "viewer-respondent" week. Selection of May 26-30 as a viewing week was predicated upon two factors:

1. an attempt to guarantee a degree of commonality of 'treatment' (i.e. "Come Alive" program viewing) of respondents and
2. although instrument preparation and distribution imposed time constraints, the particular week was the second last one of the season with a basic education section.

Attempts to facilitate increased response to the questionnaires were inclusion of the following for each recipient:

- a covering explanatory letter,
- a "Come Alive" program time schedule,
- a stamped self-addressed envelope and
- a complimentary pen.

A limiting factor for data collection was the need to set a cut-off date for questionnaire return. The date chosen was June 11, key punching was completed on June 12 and computer print-outs were received on June 13. Responses received subsequent to June 11 have been retained along with a few returned prior to that date which can best be described as frivolous and as such did not become part of the data presented herein.

Wherever possible an audio-tape recorder was used with the consent of each interviewee. Most of the interviews took place at the Regional Offices of the Department of Education in Edmonton, Calgary, Grande Prairie, Lethbridge and Red Deer. Pertinent excerpts selected by the researcher from the tapes were later transcribed and have been appended. It must also be noted that the interview schedule was intended for and used as a means of generating discussion, not as a method for directing discussion.

Appendix D presents the results of another facet of the data collection procedures. It is the complete compilation of written comments by respondents to the three questionnaires.

An interesting sidelight to the problems of data collection resulted in the deletion of the originally proposed telephone survey, a data source which was in part replaced by the "Non-Viewer Questionnaire". Although Alberta Government Telephones personnel kindly offered to provide telephones and office space at no charge for this intended survey, they also presented numerous reasons and examples of why such a survey would probably be expensive and invalid. The prevalence of "telephone fraud" has created a mistrust in our society regarding telephone solicitations by unknown persons and agencies.

VI. DATA ORGANIZATION

All respondents were guaranteed anonymity. However, all questionnaires were colour coded (Red Deer's had a cut corner also) by geographic area to enable comparative data analysis. Table I sets out the colour code utilized.

TABLE I
QUESTIONNAIRE COLOUR CODES AND
COMPUTER GEOGRAPHIC CODING

CITY	GENERAL PUBLIC QUESTIONNAIRE		NON-VIEWER QUESTIONNAIRE	
	COLOUR	CODE #	COLOUR	CODE #
Edmonton	Orange	1	Blue	6
Calgary	Yellow	2	White	7
Grande Prairie	Blue	3	Orange	8
Lethbridge	White	4	Yellow	9
Red Deer	Cut Corner	5	Cut Corner	10 *

* Re-coded as 4 for key-punch and print-out purposes.

Key punch operators were supplied with a "colour-code #" sheet similar to Table I so that all computer print-out material contains breakdowns by geographic area. The data decks were also punched on different colour-ed cards to differentiate each deck by colour (i.e. General Public Questionnaire deck is pink, Non-viewer Questionnaire deck is yellow-edged, and Educator Questionnaire deck is blue). It is also important to note that non-responses to questions were key-punched as blanks rather than as zeros.

Card Code Keys were developed as key-punch instructions and also as a guide for any replication study and research. The original and adapted Card Code Keys are appended.

Although it is unfortunate that significant differences of mean responses were not available, especially for the geographic area breakdowns, the print-outs do provide 'overall', 'geographic', and 'viewing days' analysis in the form of means, frequencies and percentages.

With the exception of demographic-type questions, the 'General Public Questionnaire' utilized either a Likert type five point scale or else solicited a 'no' or 'yes' response. The Educator Questionnaire was designed for 'no' or 'yes' responses only.

Two final points regarding data organization must be included. First, the interviews were randomly and anonymously transcribed. Second, the written comments from questionnaires (Appendix D) have been arranged by geographic area for the General Public and Non-viewer questionnaires while a separate section includes comments by educators.

VII. DATA ANALYSIS

The purpose of this section is to provide a composite data analysis of the responses to each questionnaire. Obviously the total of the data generated cannot be presented in the chosen format, nor is such necessary. However, a general overview of those statistical data most pertinent to the "Come Alive" assessment and evaluation is furnished. Adjuncts to this data are found in Appendix D, the respondents' written comments, Appendix F, those comments selected from the interviews, and the researcher's daily viewing notes.

For a better understanding of the data analysis presented in this section it must be noted that:

- the symbol "#" is used to represent the word "frequency",
- percentages have been rounded off to the nearest whole number and
- questions have been paraphrased because of a need for brevity (in like fashion of the adapted card code keys in Appendix G).

A. GENERAL PUBLIC QUESTIONNAIRE COMPOSITE STATISTICAL DATA

	#/%	All	Edm.	Cal.	G.P.	Leth.	R.D.
Responses by geographic area	#	128	21	26	22	31	28
	%	100	16	20	17	24	22

No.	Question	#/%	(Mean)	Unsat.	Poor	Fair	Good	Ex.
1. (a)	Presents a variety of topics	#	(4.065)	2	0	19	69	33
		%		2	0	15	54	26
1. (b)	Reaches a variety of people	#	(3.967)	1	5	28	52	37
		%		1	4	22	41	29
1. (c)	Distributes Alta. educational info.	#	(3.950)	2	4	21	63	29
		%		2	3	16	49	23
1. (d)	Distributes interesting ed. content	#	(4.008)	1	5	19	64	33
		%		1	4	15	50	26
2.	If fewer topics each day	#	(3.205)	6	20	50	26	15
		%		5	16	39	20	12

No.	Question	#/%	(Mean)	Unsat.	Poor	Fair	Good	Ex.
3.	If one topic each day	#	(2.441)	31	34	29	18	6
		%		24	27	23	14	5
4.	Advance notice	#	(3.265)	11	21	27	42	16
		%		9	16	21	33	13
5.	Distinctly different ed. opportunities	#	(4.085)	2	1	14	69	32
		%		2	1	11	54	25
6. (a)	Learn about new things	#	(4.091)	0	4	18	62	37
		%		0	3	14	48	29
6. (b)	Improve knowledge	#	(4.074)	1	0	15	79	27
		%		1	0	12	62	21
6. (c)	Informed about education	#	(4.017)	0	4	22	59	32
		%		0	3	17	46	25
7.	Identification of interviewees	#	(3.828)	1	3	35	53	24
		%		1	2	27	41	19
8.	Ease of identifying topic	#	(3.726)	0	7	31	61	14
		%		0	5	24	48	11

No.	Question	#/%	(Mean)	Unsat.	Poor	Fair	Good	Ex.
9.	Overall C/A rating	#	(4.145)	2	1	10	75	36
		%		2	1	8	59	28

No.	Question	#/%	No	Yes
10.(a)	Hosts to introduce program	#	26	97
		%	20	76
10.(b)	Hosts to introduce segments	#	27	89
		%	21	70
10.(c)	Hosts to wrap-up program	#	41	80
		%	32	63
10.(d)	Hosts to introduce future segments	#	11	111
		%	9	87
10.(e)	Hosts to conduct interviews	#	19	102
		%	15	80

No.	Question	#/%	Tues.	Thurs.	Fri.
11.	Viewing day(s)	#	84	74	75
		%	66	58	59

No.	Question	#/%	Never	Occas.	Freq.
12.	Past viewing description	#	57	42	25
		%	44	33	20

No.	Question	#/%	Colour	B. & W.	Both
13.	Type of T.V. watched	#	72	43	11
		%	56	34	9

B. NON-VIEWER QUESTIONNAIRE COMPOSITE STATISTICAL DATA

RESPONSES BY GEOGRAPHIC AREA

#/%	All	Edm.	Cal.	G.P.	Leth.	R.D.
#	349	80	80	53	71	65
%	100	23	23	15	20	19

No.	Question		#/%	All	Edm.	Cal.	G.P.	Leth.	R.D.
1.	Watched "Come Alive" before	NO	#	265	63	66	38	54	44
			%	76	79	83	72	76	68
		YES	#	80	15	13	14	17	21
			%	23	19	16	26	24	32
2.	Heard of "Come Alive" before	NO	#	187	47	39	30	42	29
			%	54	59	49	57	59	45
		YES	#	84	17	25	11	14	17
			%	24	21	31	21	20	26

No.	Question	#/%	All	Edm.	Cal.	G.P.	Leth.	R.D.
3. (a)	Viewed occasionally in past	#	64	14	14	8	16	12
		%	18	18	18	15	23	18
3. (b)	Viewed regularly in past	#	7	0	1	3	1	2
		%	2	0	1	6	1	3
3. (c)	Viewed frequently in past	#	16	2	2	4	1	7
		%	5	3	3	8	1	11
4. (a)	Quit - at work	#	88	16	24	12	12	24
		%	25	20	30	23	17	37
4. (b)	Quit - poor reception	#	3	0	1	0	0	2
		%	1	0	1	0	0	5
4. (c)	Quit - uninteresting	#	6	0	2	0	3	1
		%	2	0	3	0	4	2
4. (d)	Quit - poor production	#	2	0	1	0	1	0
		%	1	0	1	0	1	0
4. (e)	Quit - no advance notice	#	16	5	4	2	1	4
		%	5	6	5	4	1	6

C. EDUCATOR QUESTIONNAIRE COMPOSITE STATISTICAL DATA

Total number of respondents is 108.

No.	Question	#/%	No	Yes
1. (a)	Educational content	#	2	74
		%	2	69
1. (b)	Sequencing of segments	#	6	62
		%	6	57
1. (c)	Amount of Alta, content	#	11	54
		%	10	50
1. (d)	Technical quality	#	8	64
		%	7	59
2.	Starts on time	#	21	52
		%	19	48
3.	Sufficient advance advertising	#	40	36
		%	37	33
4. (a)	Prior segments appropriate	#	46	23
		%	43	21
4. (b)	Might have viewed prior segments	#	31	38
		%	29	35

		No Yes		
5.	Need for host advance promotion	#	26	47
		%	24	44
6.	Achievement of students segment needed	#	13	61
		%	12	56
7.	Source of guides known	#	78	22
		%	72	20
8.	Knowledge of guides	#	66	35
		%	61	32
9.	Availability of guides	#	64	28
		%	59	26
10.	Use of guides	#	82	22
		%	76	20
11. (a)	Pre-teaching activities	#	7	17
		%	6	16
11. (b)	Post-teaching activities	#	5	18
		%	5	17

No Yes

11. (c)	General satisfaction with guides	#	5	18
		%	5	17
12.	VTR in school	#	35	71
		%	32	66
13.	Aware of ACCESS dubbing service	#	32	72
		%	30	67
14.	Used ACCESS dubbing	#	92	10
		%	85	9
15.	Regular use of ACCESS dubbing	#	101	2
		%	94	2
16.	School Board I.M.C. dubbing	#	26	59
		%	24	55
17.	Use of School Board dubbing	#	89	10
		%	82	9

No.	Question	#/%	Mon.	Tues.	Wed.	Thurs.	None
18.	Days viewed C/A	#	43	40	41	47	29
		%	40	37	38	44	27

No.	Question	#/%	Never	Occasionally	Frequently
19.	Past viewing description	#	49	22	30
		%	45	20	28

No.	Question	#/%	Colour	Black & White	Both
20.	Type of T.V. watched	#	17	62	6
		%	16	57	6

VIII. RESEARCH FINDINGS

The objective of this section is to provide those most pertinent research findings. One of the consequences of the diverse research methodologies utilized in the "Come Alive" study is a need to present the findings separately, a need which was previously recognized in the "Limitations of the Study". Therefore, the research findings are presented in point form by source as follows:

- A. Viewing by the researcher.
- B. General Public Questionnaire.
- C. Non-Viewer Questionnaire.
- D. Educator Questionnaire.
- E. Written comments from the questionnaires.
- F. Selected interview comments.

A. VIEWING BY THE RESEARCHER

The highly subjective nature of these comments must be recognized. It must also be noted that the purposes of "Come Alive" researcher viewing extended beyond those of a normal data source. Researcher viewing was obviously the most effective method of developing an understanding of the overall concepts which govern "Come Alive", while also providing a base for the development of data gathering techniques. While April 21 to May 9 was selected for intensive viewing, viewing of other programs did take place.

Researcher comments and observations, then, are as follows:

1. The topics and the intent of the "Early Childhood Services"

and "If" segments were educationally sound but were often ruined by inept presentation. Use of unimaginative sets compounded the problem. Furthermore, the hostess for the E.C.S. segment projected an aura of almost constant stage-fright while the key person for the "If" series was usually rambling and redundant.

2. Of the Alberta produced series, "Consumers" and "You Can Too" were consistently excellent in terms of education, information and entertainment.
3. The "Cy Hampson" segments were outstanding and applied to all of the content and mode categories recommended by the P.P.A.C. However, their potential was probably never realized due to a total lack of advance promotion to the public or to the schools. The paucity of colour television sets in schools would further negate their effectiveness.
4. The instructional, enrichment or special purpose of the "Humphrey and the Dumptrucks" clips was never fathomed by the researcher.
5. Putting Alberta's heritage on film is a task in which ACCESS crews rival that which the National Film Board has done for Canada. However, television has a visual capacity which sometimes appears to have been overlooked during lengthy interview sessions.
6. The variety of life-styles and the broad geographic spectrum extant in Alberta have been well presented on "Come Alive". Marred only by their lack of advance notice, these and the segments mentioned in the previous point are the

primary feature of "Come Alive" in furnishing educational opportunities "distinctly different from general broadcasting available on the public or private channels". (C.R.T.C. Regulations)

7. One cannot countenance the abysmal taste of a producer flashing on a picture of a flower laden burial casket during the in-studio harp recital by a Kiwanis Music Festival winner, during which the harpist had difficulties and was forced to quit.
8. Creative filming techniques and artistic license must never dominate and thereby exclude the instructional objectives of television for educational purposes as was the case in the segment entitled "Chevron Kabob Gas Plant".
9. The outstanding "Come Alive" viewing experience for the researcher was the April 30 presentation on child abuse. Not only was it educational and informative, its content was uniquely Albertan.
10. Some topics are almost universal. As such the content and presentation of series such as "Cover to Cover" and "Inside Out", although purchased from sources outside of Alberta, are positive additions to "Come Alive".
11. The following table sets out the approximate Early Childhood Services and Basic Education time allotments for the intensive viewing period.

TABLE V

E.C.S. AND BASIC EDUCATION

DAILY TIME ALLOCATIONS IN MINUTES

(April 21 - May 9 inclusive)

Date	E.C.S.	Basic Ed.
Apr. 21	5	16
22	7	15
23	5	14
24	4	17
25	-	--
28	6	13
29	*	13
30	6	9
May 1	3	13
2	-	--
5	10	13
6	12	14
7	11	8
8	12	13
9	--	--
Totals	81 min.	158 min.
** %	9.5%	18.5%

* Cancelled due to technical difficulties.

** % is of total "Come Alive" time for this three week period.

P.P.A.C. guidelines recommend that 25% of ACCESS programming be devoted to Early Education and that 30% be intended for Basic Education. While programs other than "Come Alive" probably enable Basic Education to achieve its goal, it is doubted that other program offerings are available for Early Childhood Education. (The "Come Alive" percentage content for Higher Education and Further Education is difficult if not impossible to categorically ascertain and as such is not presented herein.)

12. To the researcher the most serious overall problems of the "Come Alive" program are:
 - a) It is not sufficiently advertised nor does it advertise itself, e.g. as a viewer the researcher never knew when the next "golf" segment would be presented.
 - b) While the "Come Alive" format demands flexibility to maintain its vitality and currency, the inability of the producers to meet their internal program schedules cannot be accepted. Programming flexibility is not equated with programming laxity.
 - c) The lack of time continuity for regularly broadcast segments is disconcerting. For example, the Early Childhood Services segments could have a common beginning time.
 - d) Especially in the case of interviews, there is poor identification (verbally or by name flashed on) of interviewees.
 - e) There is a need for a hostess and/or host in the "Come Alive" format but too often their function is merely to provide idle chatter between segments, when their potential effec-

tiveness could and should be extended.

- f) ACCESS services such as dubbing should be promoted more on "Come Alive".
 - g) The morning time slot will not generate a large viewing audience regardless of the quality and relevance of the program. Evening cable viewing, available to some only, is not a solution.
 - h) The assumption by producers that viewers, especially those in schools, have colour television sets is erroneous and negates the impact of much of the programming for black and white viewers.
13. "Come Alive" possesses great potential as a unique educational television program for Albertans. The positive changes to "Come Alive", even during the researcher's brief viewing span, leave hope that it can grow and reach that potential.

B. GENERAL PUBLIC QUESTIONNAIRE

Data presented hereinafter are drawn from Table II and from the other data available on the computer print-out. Research findings of the General Public Questionnaire include:

1. The mean rating of item 1 (d), "...format as a way of presenting educational content of interest to Albertans", was similar for the five geographic areas. 'Good' would best describe the rating.
2. The overall "Come Alive" format rating was 'Good'. (Mean = 3.998)
3. By geographic area, all rated, "If 'Come Alive' were to present only one topic per day...", lowest ('Poor') and its rating, were it to present fewer topics each day, was the second lowest rating

in each area with the exception of Edmonton where it got a 'Fair' rating.

4. The two suggested changes to the program, questions 2 and 3, received the lowest overall mean ratings.
5. Advance notice of upcoming segments and topics received one of the lower mean ratings (3.265) which can be translated as 'fair'. 86.7% of the respondents felt there was a need for the hostess and host to introduce future topics, segments and programs. It is also interesting to note that this was the most highly rated need for the hostess and host.
6. "Come Alive" received a consistently high rating as a program "distinctly different from general T.V. broadcasting".
7. The overall rating of "Come Alive" is reflected in the mean of 4.145. By geographic area these means were similar with a low mean rating in Edmonton of 3.880 and a high in Red Deer of 4.370.
8. Excluding questions 2 and 3 because they don't apply to current "Come Alive" programming, questions 1 through 8 inclusive have a mean of 3.916 as compared to the overall mean rating of "Come Alive" in question 9 of 4.145.
9. The greatest number of respondents on each of Tuesday, Thursday and Friday had never watched "Come Alive" before.
10. The largest group of respondents (44.5%) to question 12, prior viewing, had never watched "Come Alive" before. However, in their overall rating of "Come Alive" this group rated it higher than did the occasional viewers. An extremely high mean rating (4.480) was given the program by the 'frequent' viewers.

C. NON-VIEWER QUESTIONNAIRE

Data presented hereinafter are drawn from Table III and from the other data available on the computer print-outs. Research findings of the Non-viewer Questionnaire include:

1. Of the respondents to this questionnaire, 75.9% had never viewed "Come Alive" before. However, if one accepts this questionnaire as part of the general public package, since it was included as the alternate instrument to the General Public Questionnaire, then 85.1% of the respondents to both questionnaires had never viewed "Come Alive" previously.
2. Of those whose response to question one was 'no', 70.19% had never heard of "Come Alive" as compared with the overall 53.58% who had never heard of it before.

D. EDUCATOR QUESTIONNAIRE

Data presented hereinafter are drawn from Table IV and from the other data available on the computer print-out. Overall data analysis is the only basis for points included in this section because of the tremendous variation in the number of respondents to individual items. The reason for this variation is that respondents were requested to answer only those questions which applied to them.

Research findings of the Educator Questionnaire include:

1. Of those who responded to question 1 (a), "... satisfied with educational content," 97.4% said 'yes'.

2. Of those who responded to question 1 (c), "... satisfied with the amount of Alberta content," 83.1% said 'yes'.
3. Response to "sufficient advance notice" was fairly evenly divided.
4. Of those who responded to question 6, "... like to see the achievements of Alberta elementary school students on "Come Alive", 82.4% answered 'yes'.
5. Of those who responded to question 7, "Do you know the source of "Come Alive" teacher's guides?" 78% said 'no'.
6. Of all the respondents to the questionnaire, 26.9% had not watched "Come Alive" on any of the selected viewing days and 45.4% had never watched the program previously.
7. The most popular viewing day was Thursday ("Cover to Cover") and the least popular was Tuesday ("Inside Out").

E. WRITTEN COMMENTS FROM THE QUESTIONNAIRES

Inclusion of all written comments in Appendix D precludes the need for extensive reporting herein. Two points were common to these responses, and are as follows:

1. "Come Alive" is on at the wrong time of day. A few respondents suggested that this time slot would best suit small children.
2. The overall rating of "Come Alive" was 'good' with the adjectives 'interesting' and 'informative' being used frequently.

F. SELECTED INTERVIEW COMMENTS

Appendix F is comprised of selected quotes from the interviews. Thus the need for extensive reporting is not necessary. However, a few points must be included herein:

1. Many of the interviewees felt there was a need for a unique Alberta educational television program, and as one said, "It ("Come Alive") makes you proud to be an Albertan".
2. Educator interviewees, particularly those involved with media, voiced concerns similar to these quotes. "It is crucial that teachers have the ability (i.e. time, equipment, personnel) to tape a program and play it back" ... "viewing off-air is educationally unsound".
3. Every interviewee iterated the major shortcoming of "Come Alive" to be its time of broadcast. Succinctly put by one interviewee, "People don't get up to relax".
4. The second most important shortcoming of "Come Alive" is its lack of advance notice and the fact that it is not advertised.

IX. RECOMMENDATIONS

As a consequence of the findings outlined in this report the researcher recommends the following:

1. That further research, using this report as a guide, be undertaken on "Come Alive" at a later date, the intent of such research to be assessment and evaluation.
2. That further research be more intensive and extensive; intensive in that any particular study have only one objective, for example, rating by the general public and extensive in that a larger sample population be used.
3. That Likert type scales for questionnaire responses be utilized whenever possible.
4. That "Come Alive" incorporate modifications recommended herein after and continue with its existing program format.
5. That "Come Alive" be widely advertised to Albertans.
6. That "Come Alive" develop and ascribe to more rigid program scheduling.
7. That "Come Alive" develop "time slot continuity" for regularly broadcast segments such as Early Childhood Services.
8. That "Come Alive" content be advertised.
9. That "Come Alive" be presented in the evening or throughout the day at different times (as is currently done in Edmonton).
10. That "Come Alive be restricted to presentation on commercial broadcast channels.
11. That "Come Alive" continue to present Alberta content.
12. That the function of the hosts be expanded, particularly in announcing upcoming programs and special topics.

13. That educators play a more prominent role in the production and/or direction of "Come Alive".
14. That the ACCESS dubbing facilities be expanded so as to provide more flexibility of program utilization by classroom teachers.
15. That ACCESS services such as video-tape dubbing and provision of teachers' guides be more actively promoted.

APPENDIX A

GENERAL PUBLIC QUESTIONNAIRE

(Preceded by covering letter)



EDUCATIONAL
COMMUNICATIONS AUTHORITY

Telex 037-3406
Executive Building
10105 - 109 Street
Edmonton, Alberta, Canada
T5J 2V2

May 20, 1975

Dear Recipient:

The Alberta Educational Communications Authority is currently assessing and evaluating the "COME ALIVE" television program. Our intent is to find out how successful the program is and ways in which it may be improved.

"COME ALIVE" is a daily educational program made up of a variety of segments on different topics. The intent is to provide topics of interest to all Albertans, although obviously each topic will not be of interest to everybody. For example, the school segment is usually directed at grades one through six, while a current golf series is for adults.

We are hoping that you or someone in your household will be able to help us by watching the program on any or all of Tuesday, Thursday and Friday of the May 26-30 viewing week and then filling in the enclosed questionnaire.

If you are unable to watch any of these three programs we would appreciate your response to the questions on the "Come Alive" program time schedule which is also enclosed.

Your responses are anonymous. Please return the completed questionnaire or the completed questions on the program time schedule sheet in the self-addressed stamped envelope provided. The enclosed pen is complimentary.

Thank you for your assistance.

Sincerely,

A handwritten signature in cursive script that reads "Ralph Clintberg".

Ralph Clintberg
Researcher, A.E.C.A.

Encls.

DIRECTIONS

- A. We would appreciate your completion of this questionnaire at the end of the May 26-30 week.
- B. Please circle the number beside each question which best describes your rating or opinion.

I. FORMAT

- | | Unsatisfactory | Poor | Fair | Good | Excellent |
|--|----------------|------|------|------|-----------|
| 1. How would you rate the "COME ALIVE" format as a way of: | | | | | |
| a) presenting a variety of topics? | 1 | 2 | 3 | 4 | 5 |
| b) reaching a variety of people (young, old etc.)? | 1 | 2 | 3 | 4 | 5 |
| c) distributing information about education in Alberta? | 1 | 2 | 3 | 4 | 5 |
| d) presenting educational content of interest to Albertans? .. | 1 | 2 | 3 | 4 | 5 |
| 2. If "COME ALIVE" were to present fewer topics each day, how would you then rate the program? | 1 | 2 | 3 | 4 | 5 |
| 3. If "COME ALIVE" were to present only one topic each day, how would you then rate the program? | 1 | 2 | 3 | 4 | 5 |

II. GENERAL

- | | | | | | |
|--|---|---|---|---|---|
| 4. What is your opinion of the advance notice the viewing audience has of upcoming "COME ALIVE" program segments and special topics? | 1 | 2 | 3 | 4 | 5 |
| 5. How do you rate "COME ALIVE" as a program which provides educational opportunities distinctly different from general T.V. broadcasting? | 1 | 2 | 3 | 4 | 5 |
| 6. How do you rate "COME ALIVE" as a program which gives you an opportunity to: | | | | | |
| a) learn about new things? | 1 | 2 | 3 | 4 | 5 |
| b) improve knowledge you already have? | 1 | 2 | 3 | 4 | 5 |
| c) be informed on educational matters and events? | 1 | 2 | 3 | 4 | 5 |
| 7. What is your rating of how well people being interviewed are identified (e.g. verbally, name flashed on screen etc.)? | 1 | 2 | 3 | 4 | 5 |
| 8. If you started watching a segment after it had begun, how easily were you able to identify its topic? | 1 | 2 | 3 | 4 | 5 |
| 9. What is your overall rating of "COME ALIVE"? | 1 | 2 | 3 | 4 | 5 |

III. HOSTS

10. In your opinion is there a <u>need</u> for a hostess and host to:	No	Yes
a) make an overall introduction to the day's program?	1	2
b) introduce individual program segments?	1	2
c) briefly "wrap-up" the program at the end of each day?	1	2
d) introduce future topics, segments, and programs?	1	2
e) conduct interviews?	1	2

IV. OTHER

11. Please circle the day(s) you were able to watch "COME ALIVE".

1 - Tuesday, May 27

2 - Thursday, May 29

3 - Friday, May 30

12. How frequently have you watched "COME ALIVE" prior to this week?

1 - Never

2 - Occasionally

3 - Frequently

13. Would you indicate whether you watched the program(s) in colour, black and white, or both.

1 - Colour

2 - Black and White

3 - Both

WE WOULD APPRECIATE ANY COMMENTS YOU MAY HAVE. IF THIS SPACE IS INSUFFICIENT PLEASE WRITE ON THE REVERSE SIDE.

Thank you for your cooperation.

APPENDIX B

NON-VIEWER QUESTIONNAIRE

(Appendix A covering letter applies)

* "COME ALIVE" PROGRAM *		
* SCHEDULE *		

* Edmonton and Northern Affiliates *		
* CFRN (and affiliates)	9:00 - 10:00 A.M.	*
* CITV	1:00 - 2:00 P.M.	*
* Cable 13	8:00 - 9:00 P.M.	*
* Red Deer *		
* CKRD	9:00 - 10:00 A.M.	*
* Calgary *		
* CFCN	9:00 - 10:00 A.M.	*
* Lethbridge *		
* CJOC	9:00 - 10:00 A.M.	*
* Medicine Hat *		
* CHAT	8:30 - 9:30 A.M.	*
* Lloydminster *		
* CKSA	1:00 - 2:00 P.M.	*

If you are unable to view "COME ALIVE" on May 27, 29 and 30 and fill out the enclosed questionnaire, we would still appreciate your completion and return of these questions.

PLEASE CIRCLE THE BEST ANSWER.

1. Have you ever watched "COME ALIVE" before?
 - 1 - No
 - 2 - Yes

2. If your answer to question one is "No", have you ever heard of it before now?
 - 1 - No
 - 2 - Yes

3. If your answer to question one is "Yes", which word would best describe your past viewing of "COME ALIVE"?
 - 1 - Occasionally
 - 2 - Regularly
 - 3 - Frequently

4. If you have ever watched "COME ALIVE" previously but never watched it again which answer(s) best describes why you quit?
 - 1 - I'm at work when it is on
 - 2 - poor reception
 - 3 - uninteresting program
 - 4 - poor production quality
 - 5 - lack of advance notice of special topics

WE WOULD APPRECIATE ANY COMMENTS YOU MAY HAVE. IF THIS SPACE IS INSUFFICIENT PLEASE WRITE ON THE REVERSE SIDE.

Thank you for your cooperation.

APPENDIX C

EDUCATOR QUESTIONNAIRE

(Preceded by covering letter and school
segment time schedule)



EDUCATIONAL
COMMUNICATIONS AUTHORITY

Telex 037-3406
Executive Building
10105 - 109 Street
Edmonton, Alberta, Canada
T5J 2V2

May 20, 1975

Dear Educator:

The Alberta Educational Communications Authority is currently assessing and evaluating the "COME ALIVE" television program. Our intent is to find out how successful the program is and ways in which it may be improved.

You were chosen for this study by a random computer selection of 500 Alberta elementary school teachers. We are hoping that you will be able to participate by watching any or all of the twenty-minute school segments on "COME ALIVE" during the May 26-29 viewing week.

Even if you are unable to watch the school segment we would appreciate your responses to those questions which may apply as well as any comments you may have.

Your responses are anonymous. Please return the completed questionnaire in the self-addressed stamped envelope provided. The enclosed pen is complimentary.

Thanks for your assistance.

Sincerely,

Ralph Clintberg
Researcher, A.E.C.A.

Encls.

"COME ALIVE" SCHOOL PROGRAM

SCHEDULE

Edmonton and Northern Affiliates

CFRN (and affiliates)	9:40 - 10:00 A.M.
CITV	1:40 - 2:00 P.M.
Cable 13	8:40 - 9:00 P.M.

Red Deer

CKRD	9:40 - 10:00 A.M.
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Calgary

CFCN	9:40 - 10:00 A.M.
------	-------------------

Lethbridge

CJOC	9:40 - 10:00 A.M.
------	-------------------

Medicine Hat

CHAT	9:10 - 9:30 A.M.
------	------------------

Lloydminster

CKSA	1:40 - 2:00 P.M.
------	------------------

DIRECTIONS

- A. We would appreciate your completion of this questionnaire at the end of the May 26-30 week.
- B. Please circle the number beside each question which best describes your rating or opinion.

I. GENERAL

- | | No | Yes |
|---|----|-----|
| 1. As regards the "COME ALIVE" school segment are you satisfied with: | | |
| a) the educational content? | 1 | 2 |
| b) the sequencing of segments? | 1 | 2 |
| c) the amount of Alberta content? | 1 | 2 |
| d) the technical quality? | 1 | 2 |
| 2. Did the school segment(s) start at the advertised time (i.e. final twenty minutes)? | 1 | 2 |
| 3. Do you feel that school program segments have sufficient advance advertising? | 1 | 2 |
| 4. Do you know of program segments outside of the final twenty minute school allocation which: | | |
| a) would have been appropriate for your students? | 1 | 2 |
| b) you would have watched with your students had you known of them in advance? | 1 | 2 |
| 5. Does the school segment of "COME ALIVE" need a hostess and host to advertise upcoming segments or topics? | 1 | 2 |
| 6. Would you like to see the achievements of Alberta elementary school students on the "COME ALIVE" school segment? | 1 | 2 |

II. TEACHER'S GUIDES

- | | | |
|---|---|---|
| 7. Do you know the source of "COME ALIVE" teacher's guides? | 1 | 2 |
| 8. Do you know that teacher's guides are available for "COME ALIVE" series such as "Cover to Cover" and "Captain Consumer"? | 1 | 2 |
| 9. Are "COME ALIVE" teacher's guides available in your school? | 1 | 2 |
| 10. Have you ever used a "COME ALIVE" teacher's guide? | 1 | 2 |
| 11. If you have ever used a "COME ALIVE" teacher's guide: | | |
| a) did it give sufficient pre-teaching activities? | 1 | 2 |
| b) did it give sufficient post-teaching activities? | 1 | 2 |
| c) were you generally satisfied with it? | 1 | 2 |

III. VTR DUBBING SERVICE

	No	Yes
12. Do you have a VTR in your school?	1	2
13. Are you aware of the video-tape dubbing service provided by ACCESS for "COME ALIVE" program segments?	1	2
14. Have you ever used the ACCESS video-tape dubbing service for "COME ALIVE" school segments?	1	2
15. Do you regularly use the ACCESS video-tape dubbing service for "COME ALIVE" school segments?	1	2
16. Does your School Board's I.M.C. offer a video-tape dubbing service?	1	2
17. Do you ever use video-tapes of "COME ALIVE" segments from a school Board I.M.C.?	1	2

IV. OTHER

18. Please circle the day(s) you were able to watch "COME ALIVE"?
- 1 - Monday, May 26
 - 2 - Tuesday, May 27
 - 3 - Wednesday, May 28
 - 4 - Thursday, May 29
 - 5 - None of the above.
19. How frequently have you watched "COME ALIVE" prior to this week?
- 1 - Never
 - 2 - Occasionally
 - 3 - Frequently
20. Would you indicate whether you watched the program(s) in colour,
black and white, or both?
- 1 - Colour
 - 2 - Black and White
 - 3 - Both

WE WOULD APPRECIATE ANY COMMENTS YOU MAY HAVE. IF THIS SPACE IS
INSUFFICIENT PLEASE WRITE ON THE REVERSE SIDE.

Thank you for your cooperation.

APPENDIX D

WRITTEN COMMENTS BY QUESTIONNAIRE
RESPONDENTS

GENERAL PUBLIC QUESTIONNAIRE - EDMONTON

Interview with Neal Armstrong had no sound for about 2/3 of the segment.

The Cy Hampson interview Monday gave an excellent beginning for your week but some fault in sound marred the interview with Neal Armstrong the same day.

I find it difficult to watch TV in the day time and would greatly appreciate the opportunity of being able to watch "Come Alive" on an evening program. I'm sold, it is a terrific program, but wrong time of day for general public. Please make it an evening program so we can watch something decent instead of so much trash which is forced on us.

Congratulations for a great program. Bring back Dr. Ben Schlesyinger soon. Like to hear more of him.

"We need a volunteer, and it's you" was very good indeed. Learnt a lot from these three programs. Carry on the good work.

I do not watch any TV during the day. Our TV watching is confined to evenings. We do not have cable, so although we saw "Come Alive" listed we could never watch it. From what I saw this week I think it is very interesting and informative. However, some topics were needlessly drawn out for too long a time.

I enjoyed the program very much, and hope to be a regular viewer from now on. This series should be given much more publicity.

May reach a variety of people - but I know of no one who turns on the TV at 9:00 a.m. unless bedridden or young children.

I am a housewife with two school children in Elementary School. I do not know if they watch the school segments - but think not - they don't see much television at school.

No housewife that I know turns on TV at 9:00 a.m. unless there is a pre-school program for her pre-school children. Even if a certain program would interest me - it is doubtful that I would turn it on to watch. One cannot do housework and watch television whereas one can listen to radio.

I felt the topics were good - handled well - and interesting to a wide section of people, but I had never watched before and will not again unless there is a segment - well advertised which I would not want to miss. Previously I was not even aware of the program.

I watch TV after supper almost daily from 8 - 11 p.m. The children watch from 5 - 8 p.m. usually. Occasionally I watch in the afternoon while sewing or ironing.

GENERAL PUBLIC QUESTIONNAIRE - EDMONTON (continued)

Very well done and informative. My children see the school telecast portion while they are at school and enjoy it too.

Television is a marvellous media for the handicapped and elderly but there is not the time to watch continually for items of interest to a busy family. Pre-advertisement in prime time may attract a few people.

I enjoy "Come Alive" and find the program stimulating.

GENERAL PUBLIC QUESTIONNAIRE - CALGARY

Some topics (i.e. the one about golf) though informative is on at a time when most interested people would be at work and the people able to watch would not be interested.

After watching Monday's program I became part of your captive audience for the entire week. My rating will show you how much I enjoyed the variety of segments on different topics each day. They were interesting as well as informative. Because of your effort to reach all age groups I do believe that presenting topics for short periods is ideal. Such an interesting variety holds the attention of young and old and in between.

The charming gentleman and lady hosting the program were exceptionally good remaining in the background. They spoke only when necessary and used well-chosen words. Of course they exude enthusiasm so naturally their viewing audience became enthused too. I know I did so assume others could not resist their charm and enthusiasm.

Congratulations. Please keep up the good work.

My only regret is that I will not be able to watch it every day as there is so much to be done inside and out at this time of year.

Being in office during viewing time - the only time I was able to view this program was one day I was home. I really enjoyed the variety. My wife is not a daytime viewer but I think she thoroughly enjoyed the program.

I am not particularly interested in daytime TV because I have work responsibilities as a homemaker which do not allow me the leisure time for TV viewing. If the TV is on my preschooler is watching a kid's show. I feel most women have more leisure time in the afternoon so perhaps that time slot would reach more people.

Unfortunately the program is so dull, no-one would watch it long enough to become educated. Generally, I do not feel the show has enough entertainment quality. One can be entertained while being educated e.g. Sesame Street. Anything would improve the program - it's so terrible.

GENERAL PUBLIC QUESTIONNAIRE - CALGARY (continued)

Afternoon or evening hour preferable: 9:00 - 10:00 a.m. very inconvenient.

From the point of view of an "average" homemaker:

1. I don't have time to watch even an interesting hour-long program each day, but I do want to be informed and am anxious to learn more about certain topics. I would like to see daily topics listed in a place such as the weekly TV guide in the daily newspapers. I personally will never get much out of "Come Alive" unless this is done as I will not have the TV on each day for an hour while I wait for a program of sufficient interest to be shown.
2. It seems a mistake to me to try to combine your efforts to reach children and adults into the same program. On the Tuesday that I watched the program, I was not interested in the segments aimed at my children, and my children were sufficiently bored by the other segments (i.e. golf instruction, comments by the host etc.) to leave the room all together.
3. The idea of educational programming on television is an exciting one with a good deal of potential, and "Come Alive" is making an excellent start. My only complaint with the adult-oriented topics dealt with the few shows I have seen is that often they are dealt with too shallowly and simplistically to be of real educational value to the average homemaker today, who is very often university educated or who may have spent many years in the working world.

I really don't know anything about golf. It should be a good help for those who play it. Plant program was very good. Reading swell for young children and fun and very educational. Pictures help too. Hobbies - a joy forever. Clocks not for many aged people. There are so many other interesting hobbies which are more enjoyable and profitable. Inside Out - getting even - follow the leader. Waste of time to see children quarrel and fight. They didn't want to be friendly. Station 13 not available. I like the evening programs.

I'm sorry, I just don't know beans about the program to be an intelligent critic.

I seldom if ever watch TV in the mornings, although I enjoyed "Come Alive". I'm afraid I won't take the time in the future to watch TV in the mornings.

GENERAL PUBLIC QUESTIONNAIRE - GRANDE PRAIRIE

"Come Alive" would be watched more often in this area if it was on later in the day. Right now it is on from 9 a.m. - 10 a.m. and I'm sure most people are doing daily chores then.

GENERAL PUBLIC QUESTIONNAIRE - GRANDE PRAIRIE (continued)

Interviews are too dry and swallow too much time.

By what I saw those three programs I like them very much.

I watched these programs because you asked me to, but I wouldn't normally watch TV so early in the day.

9 - 10 a.m. is rather busy time for housewives but I have a portable TV that I can watch from the kitchen. However, this week I did some knitting and paid closer attention. I just recently became aware of your program and am very interested in the instruction in child crafts. I didn't observe whether material may be obtained to recheck some of the ideas given.

I like your host and hostess's personalities. They seem to be very much aware of their audience and they are people who naturally are very thoughtful of others - project themselves into the situations very well, I would say, - sound like they are trying to please us.

In filling in 7 and 8 I am not too sure of my answers - probably both should have been good.

I will continue to watch your "Come Alive" program with greater concentration - as there is much to learn in that hour. Thank you for the pen.

I was unaware of the program as I do not have time to watch morning TV. I was only able to watch 15 minutes each day so cannot comment very well, but what I saw indicated this was adult and educational and probably should be presented at an hour the working person could view.

How about pre-empting the Give Away (Greed) Shows which I find repulsive. I realize I am part of a very small minority.

I watch "Come Alive" every day if I can and enjoy it all and like especially how well it is presented.

The number of topics each day may depend on the nature of the topics. Some days may feature a "special" (one) topic.

GENERAL PUBLIC QUESTIONNAIRE - LETHBRIDGE

I am sorry to say I have never had the TV on at that time of the morning. I am a widow, age 77 and although I am up I usually go outside and work in the yard and garden so I don't turn the TV on at 9 a.m. I do watch the "Pay Cards" at 10:30 a.m. also It's Your Move at 11 a.m. In the afternoon I watch the Word Game, He Knows, She Knows and Around the World (if I am home). I have a Black and White Picture T.V. In the evening I

GENERAL PUBLIC QUESTIONNAIRE - LETHBRIDGE (continued)

watch the News and whatever comes on that I decide to watch. I don't enjoy crime or programs that is really not much for my age group to look at. I hope this will explain my TV watching. I do like sports and my grandchildren do too when they come.

Sorry, being a farmer and the season running late, our TV was rarely, if ever, on during the days. However, a personal comment is we thoroughly enjoy most information-type shows and try and encourage our children to watch them, along with nature and travel shows, rather than some of the regular junk that is on.

It would be nice if this program could be on some evenings also, as a lot of adults are unable to watch it in the morning.

Particularly like the theme song. Very bouncy and suitable for the start of the program.

Particularly enjoyed no commercial breaks. Would watch more often but do not have the time in the mornings to do so. Think both pre-schoolers and older folks would enjoy this program as they are at home at the time it is broadcast.

If there is going to be a portion of the show for children it should be either at the beginning or the end of the show, and at the same time every show, as most young people will get bored with much of the show geared at adults and teens.

I think the show should be put on at a different time so people could watch. I haven't time to watch before 4 o'clock.

I learned a lot about the Vocational Schools that I didn't know before viewing the show. In your letter you stated that school segments are usually directed at grades one through six. Would the school be contacted that these shows are being made for those students so they could view them? So far, none of my three children in that age bracket have had a chance to see any of them also how would one know which programs would be for children? Would they be on the same days of the week each time?

I was only able to watch the one morning but I thought the program mostly geared for children, although I very much enjoyed the segment on book reviews, and would appreciate more stress placed on the name of the author, so we could obtain these books from our local library.

I'm also interested in improving my French, but gained very little from the French segment as it has been some time since I studied the language and would require more than an oral presentation.

I'm not able to watch much TV in the spring and summer and really prefer not to, so would gain most value from a winter study series.

GENERAL PUBLIC QUESTIONNAIRE - LETHBRIDGE (continued)

I enjoyed it very much. Very good.

The usual Canadian Format, lacking in originality, too rehearsed and seldom true to life.

If there is French on this program, my children usually change the channel or become uninterested. I really didn't watch that much of it because I'm usually busy doing something else. I have a young family (2, 5 and 7 year old).

I find the program very interesting but do not have time to watch it in the morning as that is my busiest time of day.

I would suggest that the French lesson be slowed and those listening be encouraged to try to pronounce the words. I tried but had to listen to a new word too soon.

The books for children section was very interesting to me, an adult, but I am not sure that children would listen attentively unless they loved reading. I found the other section interesting and informative.

I enjoy watching "Come Alive" the times I've seen it but find it extremely difficult to sit and watch continuously for one hour at that time in the morning being the mother of two pre-school children. I feel that the pre-school early childhood program is directed at parents and there is not really anything directed at the pre-school child who is most likely at home at that time. I would like to see some programming dealing with some problems these children can identify with i.e. fighting, sharing, going to the doctor, etc. I find it somewhat frustrating, especially when a series is being presented as often I can not watch everyday. I enjoy the local nature of the program and the informality of the host and hostess.

I am a homemaker with one small child (2 years old). Unfortunately, I find the program of almost complete lack of interest. I find the interviews very boring and occasionally I learn something from the early childhood segment. I think the entertainment on Wednesday from children from the Dance Competition was very good. Other than that the whole program does not interest me and I would prefer no TV on at that time - 9:00 a.m.

1. A schedule of programs in advance of broadcasts.
2. Because of the hour of schedule only a limited number of adults and young people can see it.

I enjoyed the program all week, will look for it in future. I'm in my eighties, it will appeal to old and young, the drawings of the folks in the story made it very interesting and would appeal to younger children.

GENERAL PUBLIC QUESTIONNAIRE - LETHBRIDGE (continued)

The day I watched the program (part) it was shown in Black and White although we do have colour TV. I had the opportunity to watch the show once after these days (26-30 week) and thought the topics were interesting. But hardly ever watch TV in the daytime and especially not in the spring, summer and fall.

I like the approach to the subject not so much time killed, got into the subject right off before interest was lost or program shut off. Enough humor to keep from being boring. The short items were well put. The Indian program was outstanding on explaining the Indian situation.

The one on job applicants was good - showed how dumb they are about giving young people jobs - how are they to have training if they won't hire them. (I know a young woman that broke into tears because she couldn't get a job because she didn't have experience - she was in school and worked after school and week-end job because she needed it.)

The one on hands was excellent for children. Many good little education hints and tips. A few too many subjects perhaps on each program for me. A little hard to sort out afterwards.

If possible I would like a couple of copies of programs if obtainable as thought I could bring it up to our Women's Institute group as an educational subject on the TV programs presented. My beef right now is so many interview programs some being old repeat programs.

I was unable to watch "Come Alive" during the week May 27-30. It comes on at a very inconvenient time slot in our area - 9:30 a.m. and as I am a busy housewife was unable to watch.

The interviews are good as long as they don't become the whole format of the program.

I am very pleased with the shows segments on books, (take one book and give a preview to it) and the ones on health (the virus) were very good. I did not feel "Metric Man" was very good. I felt it was too corny and adults lost interest before the metric measures which the program is promoting were even evident. The action was too fast to keep my son's (3 years) attention. Segments were too short to even get interested before they were over.

The Chinese Christmas segment was good.

I also feel the "You Can to" segment is a great boost for job opportunities available to the working public.

The segment on keeping children involved and interested in dull, routine things is very good for unimaginative parents. I feel most parents (myself) really aren't aware of how much our children are capable of doing.

GENERAL PUBLIC QUESTIONNAIRE - LETHBRIDGE (continued)

I watched these programs after receiving this questionnaire. I seldom turn on TV in mornings as I usually am busy. But I did think they were good and I enjoyed them. Thanks for the pen.

GENERAL PUBLIC QUESTIONNAIRE - RED DEER

Poor time for me - I would watch if it were scheduled late in the afternoon.

It is difficult to make a definitive evaluation on the basis of two programs. The 9 a.m. time slot is awful except for classroom teachers. (I forgot to watch on Tuesday.) I think your audience would greatly increase if the program were on in the afternoon.

Educational and informative are the ones we tune into at all times if possible. They are a welcome relief from the Guntote type of TV program. Your topic "Drumheller Prison" - good. It will be perhaps our only way to see and hear about some areas of our way of life.

The program is interesting and possibly educational enough if it was presented at a time that could be viewed by people who would be interested. From 9 a.m. to 10 a.m. who can?

I am glad you sent me these questions because they were fun and I was glad to answer them. Thank you! P.S. Thanks for the pen it is very nice.

Being a housewife I find the time a little inconvenient as I am usually cleaning house that time of day.

Sorry didn't have the opportunity to watch "Come Alive" - was outside doing chores.

I live in a Hamlet. I was unable to watch program on Thursday and forgot it Friday until too late. At 9 a.m. presentation, school children and those in kindergarten would not see it unless at their school.

On Tuesday I didn't like the coloured boy being excluded, he and his friend.

My rating is probably influenced by the fact that I'm not too much in touch with young children.

I have never watched this program as I am at work at this hour. My wife does not watch it either, as she does not feel that she has time to sit down for an hour first thing in the morning to watch TV. That is not an appealing hour for the average person I would think.

GENERAL PUBLIC QUESTIONNAIRE - RED DEER (continued)

I enjoy your program very much and would suggest more of this type of program instead of shootings, killings, murders and such programs which warp the minds of anyone who watches. It gives the younger generation the idea that this is the way it's done nowadays, everything goes and as long as you are doing your thing that's all that matters no matter who gets hurt. Keep up the good work.

I never watch TV during the day as I have many things to occupy my mind and I think TV is the stagnation of the people's mind. The only programs that interest me are the scientific and wonders of the world etc. The above would be good for the younger generation as I am over 50.

Program is on too early in the morning. I do not watch TV until the evening.

I would like to see a segment on household hints and one on inexpensive meal cooking - especially in fast varieties. I also think the program is too Edmonton oriented. On the whole I really enjoy it. My favorites are buying child toys and facts on money saving. I think that I would watch the program more if it were later in the morning, even by 1/2 hour.

I would watch more frequently but otherwise occupied at times. Your program is good. Your song identifies your program for me. Especially if I'm not TV watching at its time.

Like it better at 9 - 10 a.m. rather than 8:30 - 9:30 a.m.

Made special effort to watch. Here we consider TV a luxury and all housework must be done before it is turned on. Rarely goes on before 10:30 a.m. May when outside work begins usually a break at 3:30 when we watch briefly. I like your program, and am sure lots don't realize its content. Maybe advertising might help but 9:00 a.m. is out for us.

I was able to watch only one programme so can't judge too clearly. I think it is great to inform the public more about educational matters. We live far out in the country and are lacking knowledge on educational facilities, etc.

NON-VIEWER QUESTIONNAIRE - EDMONTON

Never watch TV in the daytime and get no Cable TV to watch your show at night.

I was greatly impressed by the program, the three I made a point to watch was most informative and stimulating. I shall make it a point to become a regular viewer. It is loaded with information.

Too busy to watch TV during the daytime. Usually too busy also in evenings but try to watch specific programs of special interest such as National Geographic Specials, Jacques Cousteau, Civilization "The Ascent of Man" etc.

I found the program in which Beryl Wood was interviewed about "Childhood Play" very interesting and most informative.

I enjoy programs of experiences of people who came to the province in the early days. I would like to see a program about Pleasant Dale School situated 5 miles north of Armistice which was on the C.P.R. between St. Paul and Elk Point. The school in 1934 was an old settler's cabin with mud chinked walls and a stove pipe through the roof for a chimney.

At that time it was heavy bush country with corduroy roads which were just trails through the bush and no gravel at all.

There were eleven pupils, mostly Polish children born in Poland who were unable to speak English at all when they came to school. They were excellent pupils in Mathematics - much superior to any I had taught.

Interviews with any of the farmers who may still be in the area would be interesting. Some of the names were Gozjolko, Baranoski, Stefanek and Bartole.

We just bought a TV set and we didn't know about the names of the programs since we are new landed immigrants. But I'm very interested in your researching, because I was involved in such surveys before. We do hope that you have a successful response.

I was very impressed with the show when I did see it, and often use the school broadcast part of it with my Grade 5's (especially liked "Inside Out").

I am a very poor TV watcher. I would sooner play bridge. I do look at Hymn Sing Sunday evening at 5:30, the weather and the sports. Outdoor nature lover.

I think it is a good program but it is a poor time for me. I am not a daytime viewer except at odd times. A time of noon or 5:30 would suit me better, I turn on my TV when preparing a meal or perhaps eating (unless I am reading).

NON-VIEWER QUESTIONNAIRE - EDMONTON (continued)

We don't usually have the TV on at that time of the morning. I was going to make a point of watching but at this time of year there are too many other things that have to be done.

I think a program such as this needs a better time slot for the working class. Such as 5:30 - 6:30 on CITV (especially since this station carries no news, sports, weather in this slot. Or cut down the program to a 1/2 hour - 6:30 - 7:00 with better emphasis on the special combined into a half hour. Once you have a better time slot, start to advertise these special series on whatever subject you are showing. A lot of people would be interested to watch a series as this - break from the game shows or comedy series.

I only watched it once, because I was off work that day. I worked every day of the week in question. I hadn't heard of the program until I received this.

I do not watch the program often as it comes at an inconvenient time for me but I'm sure the time is right for many who watch it.

I am at work Monday to Friday at that time of day so have no chance to watch it.

Cannot watch your show as it is on at an inconvenient time. Poor working people get no value from this show and they need it. They need free education through mass media. It is their right to have what (education) people who can afford cable TV, car, home have. It is their right because their tax dollar helps pay for it. So I say "be informative to all at the same low price of free (exclusive of the price of TV sets)". Thanks.

NON-VIEWER QUESTIONNAIRE - CALGARY

I didn't know it was on after dinner, watch too little T.V. I guess.

Do not see T.V. in the morning.

Our children watch Captain Kangaroo at the time "Come Alive" is on.

The program is at a very bad time. I never watch T.V. until evening.

The response of friends who watched "Come Alive" is very good. I would like to see the viewing time changed to 5 - 6 - 7 - 8 PM in order that the whole family may have the opportunity to enjoy it.

Work when this is shown. Maybe Sundays? How about more academic material for adults? (i.e. finance, etc. for every day use)

NON-VIEWER QUESTIONNAIRE - CALGARY (continued)

I feel there are not sufficient people at home to view at this time of day. ie. 9 - 10 a.m.

Re. your letter about "Come Alive". Sorry we have no cable T.V. in any of the Bow Valley Lodges at this point. The "Come Alive" was on C.F.C.N. on Cable #13, so we did not get any of it. Thanks for letting us know, hope you had lots of listeners and thanks for pencil.

Very limited audience at 9 - 10 am. No one in our family can view program during the day.

I have heard favorable comments from neighbours concerning the program generally.

The time schedule for "Come Alive" is obviously set up for those that do not work or I should say for those that are not employed.

The few times I have been able to view this program, I thought it very diversified and very interesting. However when I'm able to watch it, I do.

I find "Come Alive" very interesting but feel it comes on T.V. at a bad time for a housewife. I would prefer an afternoon or evening show. We have no cable T.V. either.

I usually have the T.V. on in the kitchen while I am doing my morning work as I like the company. As yet, NOTHING on "Come Alive" has been interesting enough to watch. We live in the country so do not have access to cable vision. However, I am certain that people within the city, who have the benefit of interesting cable programs to choose from, would never bother with such dull programming as "Come Alive". I think it is terrible that the Alberta government is wasting it's money on such drivel.

When I did watch "Come Alive", I was very interested in the topics on at the time. They did attract my attention so I did watch the portion of the show. At the time we receive "Come Alive", it is very difficult for me to watch.

The only person who watches T.V. during the morning in our household is our 4 year old and he prefers to watch Captain Kangaroo. A strictly educational children's show such as Sesame Street or Polka Dot Door would do better in this time slot, whereas "Come Alive" would probably be viewed more during the evening.

NON-VIEWER QUESTIONNAIRE - GRANDE PRAIRIE

There was no advertising on the television that I had seen which said when the shows "Come Alive" would be shown. If more time was given for it to advertising, perhaps someone in the family would have watched it. These papers are laid aside and forgotten.

We are unable to get CTV just CBC Channel 2 High Prairie.

We do not have power and we are unable to watch any TV.

Programs not available in Manning area - only CBC here.

I would never watch TV in the morning.

I think it is an excellent program with an interesting variety of topics. We should have more of these programs so the husbands can enjoy them in the evening. Keep up the excellent work.

I regard most of the pictures as indecent, shameful and disgraceful. If they should be on, then put them on after midnight, so that there will be no interruption before the 11:00 p.m. news with the decent pictures.

"Come Alive" sounds like an interesting show but if there is a regular show on the other station at the same time, that's the one we're watching when your program comes on. You're the first people who have sent a questionnaire regarding your program and I think this is a step in your direction.

----- although the few times I have watched it, it has been very interesting and informative.

I enjoy watching "Come Alive" and have learned a lot from it.

NON-VIEWER QUESTIONNAIRE - LETHBRIDGE

Will try to catch program on rainy days. Sounds interesting and educational and very much needed.

As a classroom teacher I feel we need more information on the programs presented. It seems that most of the programs are only as valuable as the discussion with the class following the show. If we, as teachers, received more information we could prepare the students for the program and discuss its content after much more effectively. The length of the program, for elementary school children, also seems to hinder the learning. It does not seem worthwhile to gather our students around the T.V. for just ten minutes. If we had enough information beforehand we could prepare a class on the topic and use the program as part of the class. I hope this information will help you in future program years.

NON-VIEWER QUESTIONNAIRE - LETHBRIDGE (continued)

The only time I ever watch TV is in the evenings so I am totally unfamiliar with any morning or afternoon programs.

I was not very impressed about the portrait of Indians on their work habits. They could show a more positive view by doing a program on the number of successful operations like here on the Peigan Reserve.

- the Garment Factory - production of clothing.
- Peigan Crowlodge Complex
completion - occupancy - May 30/75.
Official opening June 18.
- a program on Indian Culture portrayed not as a negative force but as part of daily life. Source to obtain information from - various Indian Education Centers situated in Alberta.

Personal Comment: If this program is shown in the schools then I would not like to have my daughter watch anything that would make her ashamed of being an Indian. Programs on the stereotype Indian are such subtle propaganda which makes children question their identity and affects their self confidence.

I could be wrong as maybe it was not the program "Come Alive".

I have never watched "Come Alive" before because I never heard of it, but even if I had I probably wouldn't have watched because of the time. It is at a time when most women are cleaning, etc.

I do hear that it is a very good show.

I watched once and it had about a goose? being hatched and talked about babies being born. While it was a little advanced for my 3-year old she was still quite interested. I also think it had a short film about a child from another country and wanting to play baseball. I would like to see a series perhaps on effective parenting or something to that effect. We don't often even turn on the TV but if we know about it would try to make a point of watching. From the few times I watched it I found it quite interesting. I had three appointments during the week you requested we watch and missed the other two programs.

Nine o'clock in the morning is a poor time for a housewife to watch TV, particularly since I am not a TV fan. The one program I watched was interesting but not compelling. You should be complimented on the lack of advertisements.

As I, like a number of people, am at work during the viewing of this program it would seem that it would serve community interest better and more effective if shown at times (evening early). A greater number of viewers would then see it and thus could be more objective about it. The idea is excellent.

NON-VIEWER QUESTIONNAIRE - LETHBRIDGE (continued)

Put it on during week-ends at about 4:00 p.m.

I am a poor candidate for this questionnaire as I work nights and when not working do not turn the TV on before noon - when the children arrive home for lunch.

I think 6:30 - 7:30 p.m. would be a better time. The children don't see it because they are in school.

Have never seen the show. It must coincide with other activities.

It would help to have topics printed in the TV Guide for those who can watch.

My own personal view is that educational views should be presented to Albertans - young, old and employers. Have never watched the "Come Alive" program.

I have only been able to watch the program a couple of times because it is on at a bad time. We receive it here at 9:30 a.m. I enjoyed it when I saw it.

We are too busy between 9 and 10 a.m. to watch TV. In my opinion children's shows should be presented at this time.

NON-VIEWER QUESTIONNAIRE - RED DEER

Most housewives cannot take this hour in the a.m. to watch TV.

We have children in school and we never have our T.V. on during the day.

We just do not watch much daytime TV. Just my husband and I are at home now. We are farmers - usually busy in mornings. I enjoyed the one program I did watch and will certainly try to watch others. However, summer mornings are spent outside gardening, doing yard work.

There was a good variety on Tues. when I watched the whole program. I was a school teacher for 6 years before my marriage in 1941 and we raised four children. All completed University. I would definitely have watched when the children were growing up.

Later time such as mid morning or early evening would suit us better. Early is fine in winter but summer later (7:00 p.m.) is better.

Your program is good but I just can't be bothered to watch TV in the morning as this comes on our station at 9 a.m. Try for Saturday and Sunday afternoon when people have time to relax. I really liked the

NON-VIEWER QUESTIONNAIRE - RED DEER (continued)

couple who were rock hounds as we also are rock hounds and I am a lapidarist (make jewellery out of rocks). I also collect fossils. The talk on baby-sitting service (day care) was interesting so would be helpful to the young married. Your program is good so I would watch it if it was night viewing or Sat. and Sun. afternoon, as I find your topics very interesting.

I would probably watch it more often if it was on at a later time in the day.

Although I have never seen it because of the hours I work, all reports from others have been positive. I'll make a point of seeing it sometime.

My main complaint is the time schedule. That time of the morning many farmers and their wives are outdoors. As this time of year is one of our busiest seasons the spring and fall of the year. My personal feeling is if it is at all possible for the stations to schedule it for evening viewing or better yet, as a winter program. I'm sorry but I will be unable to answer the questionnaire as I said before I won't be in the house at that time of morning or afternoon as for Cable 13 we are unable to get it clearly.

On the occasions when I have seen "Come Alive" it has usually been because my children were on holiday and were watching it. I enjoy it and have often thought that it should be on in the early evening when the whole family could watch it together. I very rarely have TV on during the day as I like to listen to "This Country in the Morning" as I go about my household chores and, on the days when I do my part-time nursing it is of course impossible. I don't usually take the time to answer questionnaires too fully but I do think that this is a good program which should be seen by a much wider audience than that which is available in its present time slot.

We have just been at Delburne for weekends until recently and will be in Edmonton this week also. Sorry we can't help evaluate your program.

I think Cover to Cover is very good and I was wondering if I could have 35 Cover to Cover book covers. Thank you.

At 9:00 I go for my mail. Most old people are not up this early.

I enjoy these TV programs as it takes you to lots of places you have never heard of or seen and interviews people interesting. We have color TV which makes it better.

Working at this time.

NON-VIEWER QUESTIONNAIRE - RED DEER (continued)

We seldom look at TV in the daytime, only on Sat. at the sports. These 3 days the broadcast reception was very poor, telling us not to adjust our sets, most of the time on all 3 days.

Our TV is in the shop for repairs. If working I would view your program this week it sounds interesting. We are selective about our TV viewing, cutting out the violence and the ones that overemphasize unrealistic sex. This limits us to a very few programs, and we welcome good ones. I'm looking forward to seeing your program.

Keep up the good work. Our TV is rarely on because of the general poor context of programs. I'd watch oftener if I could but our children watch regularly at school.

The time is too early in the morning to have the TV on. The children are outside playing and I am doing my housework. If it was on at a later time I would probably watch it - 2:00 p.m.

We live in the country and are always busy at that time of day.

I've seen the commercials on TV giving notice of the program but even though I am a housewife and mother morning is a bad time of day for me to sit down long enough to get anything out of your program. Perhaps when my youngest child and I are the only ones at home and my eldest is at school I'll have more time for morning TV viewing. Anyway farm life doesn't give one much time for watching. Anytime of the day, especially the morning there's much to do. Perhaps if it was to be on later in the day there might be an opportunity for me to view the program.

We are retired pensioners and do not get up early enough to view this program. In the future we intend to do so, and will do so if possible in order to fill in this questionnaire.

I believe quite sincerely that advance notice of special topics should be done and the series should have a better time slot.

EDUCATOR QUESTIONNAIRE

Sometimes From Cover to Cover did not come on at the right time.

The only portion of the "Come Alive" program that I have used throughout the year is "Cover to Cover". During the May 26-29 viewing week, it is my opinion that "Inside Out" was inferior to the other parts of the program.

The colour production of the program has been very inconsistent - to the point where some or all parts of the program are in black and white. However, since I have been watching video tapes made right in the school, the problem could be the fault of our own equipment.

There is a definite need to begin the "Come Alive" segments on time. We really enjoyed the program format used on the "All About You" program on June 2nd would like to see more of this theme used. It tied in very nicely with our social studies theme and the children thoroughly enjoyed it. We like the informal comments the host and hostess made at the end of each program. We like the open endedness of the Tuesday programs and lead to much worthwhile discussions with the children following each program. The two Tuesday programs we felt were outstanding were the programs on death and the bully.

1. Students felt content level was for Grades 1 - 3. This was a grade 5 class watching. They wanted something more challenging.
2. They liked Captain Consumer perhaps 2 shows per week.
3. Use actual school situations instead of puppets on Inside Out.
4. Longer programs but not so often.

I am at home at present, on a leave of absence and therefore had the opportunity to view "Come Alive". However there are several reasons why I question the value of education television programming in relation to the dollars spent.

1. Most programs are presented in the morning. This is the time most teachers use for core subjects (reading, math etc). No doubt more people would watch if the programs were in the afternoon. I was pleased to see this was the case on ITV.
2. There are only one or two at the most television sets in most schools. Consequently they are not always available when needed. Most schools (elementary) have no VTR and you are not always able to get it from the IMC when needed.
3. This may seem petty but it does make a difference. Most of the TV sets in the schools are black and white. Most kids, having colored TV at home are not turned on by black and white TV.

EDUCATOR QUESTIONNAIRE

4. Personally, I feel there is a lot of wasted dollars being put into educational television programming. I do not argue TV could be effective but I don't see it as such in the system now (elementary anyway).

My students, Gr. 5 and 6 have really enjoyed Cover to Cover, and I do believe it has stimulated their interest in reading. I have obtained most of the books that have been illustrated and they tend to choose these above others.

I do hope this response will be of some value to you.

We watched Inside/Out - good program for the Health Series - very applicable for this age group - good material content.

We have no schedule for the Monday "Come Alive" programs since Feb. We have been watching "Come Alive" since the Fall and we did have a guide for this. A guide such as the Educational TV and Radio Guides that the Audio Visual Branch sends out.

My class and I have watched "All About You" all year. I think it was one of the best programs on TV that we have ever watched. The other programs weren't graded for my particular level but the other teachers in elementary saw some of these and said they were excellent.

My students enjoy "Come Alive" especially enjoyable was the Misty segment last Fall.

I find this very difficult to form a judgement as I have only watched it once on June 2. I found this program very interesting.

This questionnaire was forwarded to me at Drumheller where we moved in February. I am not teaching except for substituting till the end of June. I expect to teach again in Sept. However I watched two of the programs and I was teaching the rest of the week. In Wetaskiwin we watched Inside-Outside with my Grade 5 class every Tuesday. I notice there is more discussion at the end of the program than there was earlier which I think is important. Also if possible TV should be in color - it adds so much. I know this is not always possible because of finances. I feel these are good educational programs which appeal to students and they do gain from them.

Sequencing of programs differs from that listed in guides (e.g. Reading Opportunities) making it almost impossible to plan ahead.

The one program we watched was inappropriate for our Grade Level.

I used Caret extensively and found excellent programs. I was sorry to see it discontinued and sincerely hope we will have access to "Come Alive" next Fall.

EDUCATOR QUESTIONNAIRE

Not able to say really about the program.

Programs as Cover to Cover I find appropriate for the grade level I teach but other programs especially this week were mainly irrelevant.

I did try to watch however our cable was out of commission on Mon. & Tues. and we were giving tests on Wed. and Thurs. Friday I was out. So now my curiosity is aroused and I'll probably start watching it as soon as TV and programs are available.

This is A Grade 1 Summary

1. Monday - Making Friends. Even though this was the first showing of this television program to the children - they seemed to enjoy it very much. The verbal response to the TV teacher was great. She was very expressive in her facial movements and voice inflection - and the children respond well to this. All the students enjoyed the puppets and were affected by the puppets emotions. The program was easy to identify with - I thought an excellent example of making friends.
2. Tuesday - Bearing A Grudge. A discussion followed this segment and though the children knew that this type of behavior was wrong and that kindness and understanding was better - they continued to bear a grudge against classmates. A lesson wasn't learned.
3. Wednesday - Pollution. The children enjoyed this and seemed to get quite a bit of information out of it. We don't have much pollution of any kind in our area - so they found it very interesting.
4. Thursday - The Wild Boy book. The program had the students' full attention through the introduction while the picture was being drawn. A few poor listeners were restless during the remainder of the story when only pictures were shown. But a majority were listening closely and thoroughly enjoyed the story.

Had I known I had been chosen to watch the programs I would have tried to obtain the teacher guides that accompany them (if I had been aware of them).

Could you show the films on grade 6 health? Digestive system, respiratory, circulatory, nutrition, etc.

Programs on moral values - cheating, dishonesty, considering others.

Social studies - Indonesia, Southeast Asia.

My class and I thoroughly enjoyed the "Come Alive programs that we watched. I found the Cover to Cover series in particular to be very entertaining, and motivational to the reading of good children's books.

EDUCATOR QUESTIONNAIRE

Approximately 4 years the Gr. 6 teacher and I would have "Cover to Cover" segments dubbed on video tape every week. I do not know if it was part of the "Come Alive" program or not. Since then our county no longer was a member of the MEETA dubbing centre and our small school's tapes were centralized at one of the larger centres. It was just brought to our attention this year that we will again be allowed some blank video tapes for dubbing purposes. As for the programs my class and I watched, I was very disappointed in the Cover to Cover segment as it was cut off at the end of a sentence with us quite expecting to at least have some concluding sentence from the narrator. It wasn't as good as the ones I've seen about 4 years ago. Our school probably would not use video tapes or watch TV as regards "Come Alive" very much as this falls during our Communications and Language Arts periods and the material to be covered is quite heavy.

Still awaiting approval by school committee (via Ottawa D.N.D.) for VTR in school. Present TV not connected due to roof problems.

I felt the "Come Alive" show was very beneficial but I would like to receive a teachers' guide and a schedule of events for the show so that I could determine which programs would be beneficial for my class to view. I hope such a schedule can be sent out to various schools for the term beginning in September.

Cover to Cover seems to be the most valuable portion of your program for my Grade 5 class.

I have not watched the "Come Alive" series all year. Specifically, I did not watch "Come Alive" during May 26 to 29 because

1. I did not have the time. My class was occupied with testing and drama productions. In any event, I would not have watched the program more than once during the week even if we did have the time as I do not like to continually use TV as a media.
2. I did not know what was offered on "Come Alive". Nor did I know where a schedule was. I would suggest a schedule such as CBC uses be issued at the very beginning of the year. Then it could be posted and scanned to see what was available during the year.

Because of a heavy classroom load (and poor reception on our TV sets at school) plus cross grouping in reading during the time the program is on we (3 classrooms) mainly confined our ACCESS watching to this past year Cover to Cover most of which were excellent. We also watched the program last Tuesday when students at McKee participated in a discussion about books written by Canadian authors.

I think the program would be excellent for students. My grade one's saw the last two programs and especially enjoyed the one about the clubhouse. I think the program could help in developing attitudes.

EDUCATOR QUESTIONNAIRE

I have only used "Come Alive" through the dubbing service.

A fellow teacher has watched the Monday programs regularly with her health class and reported them excellent. Another teacher started to watch a series and gave them up because programs didn't start on time - class might have to wait several minutes or find lesson already begun.

I had formerly watched on Health program which was very good but the one on Monday 26th seemed to me too indefinite.

I was disappointed in Thursday's program which could have been excellent. I found background pictures uninteresting except at the very beginning. I would have preferred a simple telling of the story with a picture of the moorland (or different views) in the background. The stiff, artificial pictures added nothing to the story. We are handicapped by having an old black and white TV which seldom picks up CFRN really well.

The elementary reading program is in first 75 minutes each child at their own level so some 3's are in with 5's. The timing is just not good for our school. I teach some Jr. High subjects - all in the first 75 minutes in the morning. I am never with my elementary classes at that time. Also with departmentalization, seeing these programs would mean taking students out of their regular classes and having combined classes viewing it.

We have been following the programs for years 1 and 2 every Monday since about March. The 'hostess' really appeals to the children and she presents her material in a very interesting way.

I teach year one and we enjoyed the Monday, Wed. and Thurs. programs and found them educational. Tuesday's program was too advanced for us but I was pleased to see it was "Alberta". We have been totally unaware of these programs which is a shame. We have only one TV in our school so with pre-advertising we could have the most appropriate class view the program.

My students were very impressed by the "Come Alive" programs given on May 26 & 27. They readily identified with the puppet characters and the children in very realistic situations. They found the commentators comments on Monday much below their grade four vocabulary and thus felt they were being talked down to. However the puppets seemed to make more of an impression on them than did the real children on Tuesday. I believe programs such as these on behavior have a very valuable, essential part to play in a child's education especially when such guidance is lacking in the home and will affect seriously the child's emotional and social growth. The "Cover to Cover" program, I believe, is very valuable in design, but needs to be more stimulating. It's presentation seemed to have little effect on my students who normally pick up on new books such as Wild Boy.

Make guide books readily available so we can prepare students for lesson to follow.

EDUCATOR QUESTIONNAIRE

School librarian tapes programs any teachers in school may desire. To my knowledge, in Claresholm Jr. High, we have no teacher's guide with pre- and post-teaching activities and would be gratefully received. We are actually just beginners with VTR.

Not familiar with it and did not watch it.

In our school the main problem is being able to fit TV programs into the time table.

Cable TV has not been installed in our school as yet. Planning and viewing TV programs was rather difficult and the above programs were put on tape to view at more convenient times.

I think the programs should relate to each other. The ones we saw didn't do this in the least. Also they were never started on time and lasted varying amounts of time, making scheduling difficult. The Monday show was too immature for Grade 4 even though the subject was a good one. The story on Thursday the children found boring I think partly because the artist drew very slowly and couldn't keep their interest right at the beginning. The best show was "Getting Even" for level and content.

Cable 13? for Edmonton I tried several mornings to get the program but not having any description to go by I didn't know if I had the right channel. Maybe you could list the channel it comes for Metro Edmonton.

Some programs that are not in the school segment part are of an educational nature. These portions have not been well advertised. The programs I am thinking of were on careers.

The program Cover to Cover was late in starting. I felt like the program was not completed but rather cut off due to a lack of time.

Monday's segment was excellent for Grades 1, 2, 3. Tuesday's I felt could have ended with a few thought provoking questions which could be used for class discussion.

Wednesday's - good - very appropriate for present day problems.

Thursday - the first part - building and use of a playbox (sandbox) did not fit into any study that I could think of. The second part, telling a story by illustrations was good as far as creating interest in books.

Friday - the "hitchhiker" could be a good illustration of proper social behaviour - good manners - willingness to listen and be interested in other people's interests - getting involved.

I would be interested in having my class view more of these if I knew a bit more about them in advance.

EDUCATOR QUESTIONNAIRE

I was unable to view the series as it is shown at too poor of time to be fit into our schedule.

We particularly liked the Tuesday segment and the ecology segment. The ecology section was suggested for grades 4-6 but the grades 2 and 3 got a lot out of it.

I feel that there is insufficient publicity regarding this program. A calendar should be published in the same form as the Alberta Radio and Television Broadcasts do.

We requested guides on three different occasions during the year - never received.

Insufficient copies of teacher's guide - staff, library, etc.

No copies of advance schedule for programming outside of the final 20 mins.

Time element: not on time for purposes of operating VTR.

Although the 20 min. education segment is excellent, more stress and time on student programming for educational and teaching purposes.

Inside Out, Ecology, Cover to Cover, National Mulch and Metric Man were all excellent.

I'm sorry that I'm unable to fill out your questionnaire. I am a part time teacher and some of the days on your schedule I'm not teaching. Also, due to our school set up. We change classes right in the middle of your time slot. Since so many students are involved we cannot make alterations without affecting too many people.

I have never watched "Come Alive" series.

Thanks for the pen but our school has no TV and it is not within range of the programs.

The ACCESS papers are extremely disappointing, however I imagine that the TV productions are worthwhile.

Not applicable. No TV in Hutterite school.

I check your Broadcast schedule and find very little for year one or beginning children. The Health program sounds very good but I would prefer an afternoon time instead of morning time.

I am a Resource Room teacher - see only students who have Learning Disabilities, so did not use TV at all this year.

EDUCATOR QUESTIONNAIRE

I found it impossible to ascertain the grade level, topic or times due to vagueness and contradictions in the program schedules. I will not use a program that I cannot introduce properly to my class before viewing time.

Our school has one TV which has been unserviceable for over a month and the Board does not want to repair anything until a decision on cable-vision is made.

Enjoy program. Children find Eloise entertaining.

During the year we viewed this series Wednesday. Found it to be very good and fit into a study area.

We do not receive airings directly on television because something has happened to our cable but we have a dubbing service. We also have all the information and guidebooks, pertaining to ACCESS. At this time of year, I haven't thought of integrating any of these programs, but next year, about November say, I'll be busy looking for material to implement certain concepts. Thanks and sorry I can't be of more help.

Unable to view "Come Alive" programs because the channel for school viewing is not available in our area. There are very few schools in our division (High Prairie #48) that does get reception for this program. I did read the Guide and certainly would like to view it.

I have never used the "Come Alive" series in my classroom activities.

Our school, although new, does not have the TV aerial plugged in. We have televisions in the school but are not able to use them as yet. Also we have not used the VTR dubbing system because we just moved into our school and did not have time but plan to in Fall 1975.

I just started teaching in February and am not familiar with the "Come Alive" program so I was unable to answer a lot of the questions.

I teach only 3 of the 4 days on which I am to watch "Come Alive". I am teaching 3 and the 4th will be holidaying.

APPENDIX E

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

1. Have you ever watched "Come Alive"?

- a) YES - frequency of viewing? why?
 - reason for viewing? particular segments?
 - specific impressions regarding:
 - newsmagazine format (explain)
 - uniqueness
 - relevance for Albertans
 - educational value
 - entertainment value
 - hosts; need for, possible functions
 - vehicle for announcements
 - advance notice (on the program or otherwise)
 - technical quality
 - other (what is best, worst, etc.?)
 - general impressions.
- b) NO - explain:
 - "Come Alive" has a newsmagazine format
 - "Come Alive" is comprised of a variety of segments directed at different audiences
 - "Come Alive" is educational television (early childhood, basic, advanced, further)
 - "Come Alive" is an Alberta production directed at Albertans
 - "Come Alive" can be viewed in most Alberta centres at 9:00 a.m. Monday through Friday.
 - Have you heard of "Come Alive" previously?
(How? Where? When?)
 - Why have you never watched "Come Alive"?
 - What would or could induce you to watch "Come Alive"?

2. How do you feel about the need for a distinctly Alberta educational television program(s) that is produced in this province and broadcast either daily or regularly?
3. What is your reaction to the concept of a regularly broadcast educational television program which presents:
 - a variety of topics?
 - is geared to a variety of audiences?
4. What do you feel is the function of television directed at assisting:
 - early childhood education?
 - basic education (K-12)
 - advanced education?
 - further education (personal, leisure)?
5. How can educational television:
 - be most effective (amount of learning)?
 - reach the greatest number of people?
6.
 - a) Do you feel there is a need for a television channel devoted exclusively to education for Albertans?
 - b) If there was such a channel, what would its function(s) be?
 - c) Would you watch such a channel? Why or why not?
 - d) What content would or should be presented on such a channel and in what fashion (e.g. audience participation)?

APPENDIX F

COMMENTS SELECTED FROM
THE INTERVIEWS

* Indicates researcher's opinion
re a unique or important comment.

- don't usually watch television at that time of the morning.
- my 5-year old watches CBC channel at that time.
- "Come Alive" isn't just another documentary.
- * - a real strong point is that you aren't interrupted by commercials.
- like things (segments) that are current.
- newsmagazine format can be positive or negative depending on viewer.
- educational and entertaining.
- don't know of any advance notice.
- very definite need.
- special segments should be promoted.
- time of "Come Alive" is poor.
- should be an educational channel.
- * - doesn't matter where you live in this vast country of ours, people should have access to radio and television.
- * - educational programming must be on video-tape.
- need colour VTR's.
- need leisure education (e.g. rockhounds, wild-life, etc.).
- * - a program's success in educational television is not dependent upon the "number of products sold" (viewers).

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- wouldn't normally watch "Come Alive" previously.
- like the format.
- programs watched were very general - not uniquely Albertan.
- very definitely need host and hostess.
- if I had the opportunity I would be watching it every day.
- * - the danger of a distinctly different Alberta program is that though it can be highly relevant it can become very narrow.

- current audience will be housewives or kindergarteners.
- very definitely need host and hostess.
- if I had the opportunity I would be watching it every day.
- * - the danger of a distinctly different Alberta program is that though it can be highly relevant it can become very narrow.
- advance notice would allow audience to be selective.
- daily program is good - it allows an audience build-up.
- need a variety of topics (variety of audiences will come automatically).

* * * * *

- "Almost Home" too unsophisticated for either junior or senior high students.
- host and hostess are needed.
- * - need a distinctly Canadian (not Alberta) program.
- T.V. allows students to put brains in low rather than neutral especially after a demanding class.
- need an educational channel if we go beyond K-12 concept (otherwise not necessary).
- credit courses ("visual correspondence courses") would be excellent.

* * * * *

- don't normally watch morning T.V.
- never know what is coming up.
- * - advance notice should be given in evening programming.
- * - like "snippets" of information (format).
- sometimes the announcers forget that there is an audience by carrying on personal conversations. Also, don't always get to the point.
- hosts are on the whole very pleasant.
- Canada is terribly provincial - we need a distinctly Alberta program for kindergarten and elementary.
- * - historical segments rely too much on interviews, should be dramatized more.

- * - current format is excellent in that it allows for segments of various lengths.
- don't need the gimmickery of Sesame Street.
- E.C.S. segment uses the lecture method too much.

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- the time slot - I wonder who watches it.
- good format.
- need a distinctly Alberta program.
- need advance notice.
- could be value to university courses on T.V. depending on how they were presented.

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- it wasn't until I saw a questionnaire that I realized there were guides.
- it ("Come Alive") has a certain freshness about it, it seems to be very current.
- * - I would prefer an educational channel because commercial television always has to be worrying about their sponsors. Also they (commercial T.V.) have to worry about getting it (educational programs) on at a time when they're not interfering with their prime time shows.
- it does seem to be a bit of hodge-podge unless you watch regularly.
- an hour is too long to have programs directed at school age children.
- * - television could be used in a programmed learning situation, for example, a question and answer situation where a question is asked, the child responds and an answer is given immediately.
- it's also effective because it (T.V.) can take you a lot of places it is impossible to go with a class.
- one of the problems of "Come Alive" is that it comes on at 9:00 a.m. - even housewives are not ready to sit down and watch television.
- * - I wouldn't say that I am a frequent viewer because of the time element - it's too early in the morning for a mother with young children.

- I watched it because my son mentioned that they watched it at school and it was very interesting.
- the song is very catchy, very enjoyable.
- would like to know what is coming on.
- was quite impressed with the program.
- sound and camerawork are not always that expert.
- * - with the surprise package you have people staying in there watching.
- it does have something for everybody.
- if there was something offered for general knowledge it would save the problems of baby-sitters and so forth.

* * * * *

- one thing that is disconcerting is when the school segment does not start on time and we have taken the children down to the T.V. room - we waste those few minutes.
- "Come Alive" should be more available to schools.

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- it makes you proud to be an Albertan.
- it should be repeated throughout the day so more people can watch it.

* * * * *

- watched because my daughter asked me to.
- enjoyed E.C.S. most (stressed child development later).
- like the format because the segments of interest need only to be watched.
- * - it's bound to be more urban because that's where our biggest population is.
- * - E.C.S. segment of most value to rural mothers because they will have to "do it themselves" (refers to activities etc. for small children) because even small towns have day-care centres.
- like the fact that it caters to all age groups.
- should be advance notice on T.V.
- do like the fact that it's on in the evenings.

- * - it could be used to explain the purposes of things done in education (public relations).
- it would become quite narrow if it wasn't on daily.
- * - people don't know what's available in education today (adult, job retraining, etc.).

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- have had no advance notice.
- you don't need an educational channel for the general public but it would be useful in the schools.
- it's impossible to get everybody to watch a show.
- * - I don't think it's important how many watch as long as it's done well (and reaches the people it was intended for).

* * * * *

- you need a host or hostess
- the only real drawback is the time that it comes on.
- primarily Alberta oriented although it would be of interest to other Canadians.
- * - it's educational but it's done in a nice way.
- like the variety of it.
- if you know what's coming on you'll watch (would like advance notice).
- don't need it daily for me - I couldn't watch it every evening.
- prefer the current format.
- it (AVC special) told us what's available.
- I don't think many adults watch T.V. in the morning.
- majority of people watching aren't at university level.

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- nobody can take time off at 9:00 a.m.
- it's not a lively show.
- like the format and would watch it if it came on at a different time.

- hosts fill a useful role.
- should not be used to announce things in education (bulletin board concept).
- * - special segments should be announced in advance.
- * - if I want to be educated I'll take a course or read some books.
- no need for more daily programming (in educational T.V.).
- * - there is a real bias towards the 25-35 age group.
- many of my interests cannot be well presented on television.

* * * * *

- have watched it only occasionally because it comes on at an inconvenient time.
- 9:00 a.m. in the morning is a pretty busy time.
- * - a show is more interesting with a host.
- I really enjoyed their kindergarten section . . . I wish they had more of it and longer in the afternoon around 1:30.
- there would be a greater audience in the afternoon, even after 10:00 or 10:30 a.m. (if an evening slot wasn't available).
- * - it would take a lot of self-discipline to have advanced education courses on T.V.
- * - should be a weekly guide ... so you could pick only those things you are interested in.
- if it (college courses) was on T.V. I would take the time to sit down and watch and arrange my day so I could watch it.

* * * * *

- definitely see a need for hosts and hostesses.
- one thing that should be changed is the lack of advance notice ... should be flyers or something ... I didn't realize the program was on.
- should be on every day.
- maybe one day one age group (basic education) and separate the five days into different groups.

- * - the best way of education T.V. reaching the greatest number of people is a real good variety of different programs, get programs known to people that it's going to be on.
- * - there's too much of the other kind of programs (not enough ETV).
- an educational T.V. channel should have a mixture of formal and informal educational content.

* * * * *

- if you want to catch everybody's interests generally that's the format to go with.
- I don't feel that hosts and hostesses are needed.
- hadn't heard of "Come Alive" before.
- gaps in the hosts and hostesses part.
- if they could group their topics for a particular day it would be better.
- * - in Early Childhood Education I really think there's a definite need for very good quality for pre-school ... there are a lot of parents that are out in the country or the children aren't available to go to playschool.
- advanced education ... there's a lot of very intelligent people out there who aren't working.
- no need for an educational channel ... there are enough channels right now.

* * * * *

- watched it for specific material that I knew was coming on.
- one crucial problem ... get weekly program guides three or four days late.
- crucial that advance notice be given to teachers.
- * - there's no reliability to the "Come Alive" program in relation to education (advance notice) ... don't need as extensive advance notice for general public.
- * - if they are going to relax it'll be later on in the morning ... people don't get up to relax.
- the crucial thing is that they (teachers) have the ability to tape a program and play it back.

- they're trying to do too much in one hour ... too many audiences in one hour.
- * - T.V. has the potential to do mass delivery of education ... ACCESS has done a tremendous job to this point ... what is the capacity for reception in education.
- * - VTR allows a flexible schedule.
- because of scheduling VTR, not broadcast, is method of using T.V. in high schools.
- ACCESS has backed off on its responsibility to provide leadership in equipment purchase (particularly colour VTR) ... people are ready to go into colour but no one is giving them any direction ... cop out.
- they (ACCESS) are producing good quality ... dynamic materials.
- * - should be broadcasting "Come Alive" in prime time on commercial channels to sell the audience on ETV ... then draw them back to educational channels.
- * - it ("Come Alive") could be a dynamic program for Albertans.
- * - they are trying to do too much in one hour.

* * * * *

- the time thing is the key point ... I'm at work.
- * - if a variety of topics are to be presented then a systematic guide must be circulated to homes (weekly).
- preplanning and notice in advance are key points.

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- am really not aware that it ("Come Alive") exists.
- time is major thing (to my not watching).
- * - make sure that the Regional Offices are well informed as to upcoming segments (to get notice to teachers).
- * - anything that tells people what is coming on and when has got to be a good idea.
- would like to prepare and present an updating inservice on T.V. for teachers.

* * * * *

- they could probably delete hosts.
- the majority of it should be Alberta produced.
- I've never even seen anything about "Come Alive" in the T.V. guide.
- would improve if you knew what was coming so you could plan for it.
- a lot of the parents don't realize what their role should be with pre-schoolers ... need for E.C.S. programs.
- * - no one watches a program every day.

* * * * *

- should be on evening broadcast channels.
- * - problem of a daily program is having quality productions every day ...
- you can spend days making a ten-minute production ... many advantages to educational television.
- * - people don't read the T.V. guide ... film clips are most effective.
- (spoke at length about personal and leisure education).

* * * * *

- it's simply not feasible for me to look at it from two points of view:
 - morning is impossible because it's work-time for me.
 - usually two to three nights a week I'm out on the road.
- there's going to be an effort to advertise more accurately and abundantly what's coming on.
- * - I like the newsmagazine format because it gives the producers a lot of scope if they're imaginative ... kaleidoscope approach.
- * - the viewing audience isn't available to the television at the same time periods during the day.
- if it (ETV) becomes part of a group situation then it can succeed.
- has to be on commercial T.V.
- has to be aired at different times during the day.

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- * - irrelevant because I couldn't watch it in the morning anyhow ... somebody has to tell me about it.

- what do they do that the CBC can't?
- it isn't really an Alberta production (buys segments).
- why doesn't somebody tell me about these things (e.g. Cy Hampson segments).
- something for everybody - that's impossible.
- no need for an educational channel.
- a person only has so much of his day to devote to educational or recreational T.V.

* * * * *

- entertaining education ... too much entertainment.
- teachers must be able to depend on time (slot).
- advance notice is no problem for teachers but it is needed for the general public.
- doesn't have to be daily but must be constantly interesting.
- people want participation education ... must give people a chance to respond.
- * - viewing directly off-air is educationally unsound (basic education).
- interviews a waste of time.
- * - the easiest thing to open in a classroom is your mouth and a textbook.
- * - I.M.C. productions ... we are all re-inventing the wheel (co-ordination).
- * - need advance notice ... don't like surprise packages.
- one audience per day.
- if used one year and good, will be used again but must be available (via dubbing).
- * - a television channel devoted exclusively to education would have the same problems as cable.
- * - should do some experimenting in programmed learning with T.V.

- * - Learning Packages made up of videotape, audiotape, games, etc. with two components:

- learning
- practice.

Current attempts are correspondence courses.

- T.V. must be colour.

APPENDIX G

CARD CODE KEYS

(Originals and Adapted)

Name: RALPH CLINTBERG
 Project: "Come Alive" Educator Quest.
 Date: May 27, 1975
 Card: 1/1

CARD CODE KEY

Group	Column	Name	Group	Column	Name
	1	COLOR CODE		41	
	2	Question 1-a		42	
	3	-b		43	
	4	-c		44	
	5	-d		45	
	6	2		46	
	7	3		47	
	8	4-a		48	
	9	-b		49	
	10	5		50	
	11	6		51	
	12	7		52	
	13	8		53	
	14	9		54	
	15	10		55	
	16	11-a		56	
	17	-b		57	
	18	-c		58	
	19	12		59	
	20	13		60	
	21	14		61	
	22	15		62	
	23	16		63	
	24	17		64	
	25	18-1)		65	
	26	-2)		66	
	27	-3)- 1 if circled, blank		67	
	28	-4) if blank		68	
	29	-5)		69	
	30	19		70	
	31	20		71	
	32			72	
	33			73	
	34			74	
	35			75	
	36			76	
	37			77	
	38			78	
	39			79	
	40			80	

Name: RALPH CLINTBERG
 Project: "Come Alive" Non-viewer Quest.
 Date: May 27, 1975
 Card: 1/1

CARD CODE KEY

Group	Column	Name	Group	Column	Name
	1	COLOR CODE		41	
	2	Question 1		42	
	3	2		43	
	4	3		44	
	5	4-1)		45	
	6	-2)		46	
	7	-3)- 1 if circled, blank		47	
	8	-4) if blank		48	
	9	-5)		49	
	10			50	
	11			51	
	12			52	
	13			53	
	14			54	
	15			55	
	16			56	
	17			57	
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	26			66	
	27			67	
	28			68	
	29			69	
	30			70	
	31			71	
	32			72	
	33			73	
	34			74	
	35			75	
	36			76	
	37			77	
	38			78	
	39			79	
	40			80	

Name: RALPH CLINTBERG
 Project: "Come Alive" General Public Que
 Date: May 27, 1975
 Card: 1/1

CARD CODE KEY

Group	Column	Name	Group	Column	Name
	1	COLOR CODE		41	
	2	Question 1-a		42	
	3	-b		43	
	4	-c		44	
	5	-d		45	
	6	2		46	
	7	3		47	
	8	4		48	
	9	5		49	
	10	6-a		50	
	11	-b		51	
	12	-c		52	
	13	7		53	
	14	8		54	
	15	9		55	
	16	10-a		56	
	17	-b		57	
	18	-c		58	
	19	-d		59	
	20	-e		60	
	21	11-1)		61	
	22	-2)- 1 if circled	blank	62	
	23	-3) if blank		63	
	24	12		64	
	25	13		65	
	26			66	
	27			67	
	28			68	
	29			69	
	30			70	
	31			71	
	32			72	
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	36			76	
	37			77	
	38			78	
	39			79	
	40			80	

Name:	RALPH CLINTBERG
Project:	"Come Alive" General Public Que
Date:	May 27, 1975
Card:	1/1

CARD CODE KEY (Adapted)

<u>Column</u>	<u>Variable</u>
1	Colour Code
2	Question 1-a. Presents a variety of topics.
3	-b. Reaches a variety of people.
4	-c. Distributes info. about ed. in Alta.
5	-d. Ed. content interesting to Albertans.
6	2. If fewer topics each day
7	3. If one topic each day
8	4. Advance notice.
9	5. Educational opportunities distinctly different.
10	6-a. Learn about new things.
11	-b. Improve knowledge.
12	-c. Informed about education.
13	7. Identification of interviewees.
14	8. Ease for late viewer to identify topic.
15	9. Overall rating of "Come Alive".
16	10-a. Introduction
17	-b. Individual segments
18	-c. Wrap-up program
19	-d. Intro. future segments etc.
20	-e. Conduct interviews
21	11-1 Tuesday
22	-2 Thursday
23	-3 Friday
24	12. Past viewing description (Never, occasionally, Frequently)
25	13. Colour - Black & White - Both

Need for hostess and host

Name:	RALPH CLINTBERG
Project:	"Come Alive" Educator Quest.
Date:	May 27, 1975
Card:	1/1

CARD CODE KEY (Adapted)

<u>Column</u>	<u>Variable</u>
1	Colour Code
2	Question 1-a. Educational content.
3	-b. Sequencing of segments.
4	-c. Amount of Alta. content.
5	-d. Technical quality.
6	2. Starts on time.
7	3. Sufficient advance advertising.
8	4-a. Appropriate.] Segments prior to "school".
9	-b. Would have watched.]
10	5. Need for hostess/host to promo in advance.
11	6. Achievements of students as a segment.
12	7. Source of teacher's guides.
13	8. Knowledge of series teacher's guides.
14	9. Availability of guides in own school.
15	10. Use of teacher's guides.
16	11-a. Sufficient pre-teaching activities.
17	-b. Sufficient post-teaching activities.
18	-c. General satisfaction with guides.
19	12. VTR in school.
20	13. Awareness.]
21	14. Ever used.] Video-tape dubbing Service.
22	15. Regular use.]
23	16. School Board I.M.C. Video-tape dubbing.
24	17. Use of video-tape from a School Board I.M.C.
25	18-1. Monday, May 26.
26	-2. Tuesday, May 27.
27	-3. Wednesday, May 28.
28	-4. Thursday, May 29.
29	-5. None of the above days.
30	19. Past viewing description (Never, Occasionally, Frequently)
31	20. Colour - Black & White - Both.

Name:	<u>RALPH CLINTBERG</u>
Project:	<u>"Come Alive" Non-viewer Quest.</u>
Date:	<u>May 27, 1975</u>
Card:	<u>1/1</u>

CARD CODE KEY (Adapted)

<u>Column</u>	<u>Variable</u>
1	Colour Code
2	Question 1. Watched "Come Alive" before.
3	2. Heard of "Come Alive" before.
4	3. Past viewing description (Occasionally, Regularly, Frequently)
5	4. Quit watching - at work
6	- poor reception
7	- uninteresting
8	- poor production quality
9	- lack of advance notice

